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ABSTRACT

Developments in education, employment, and the courts concerning the status of women are covered in these two newsletter issues. Topics include the following: sexual harassment at colleges and universities, attitudes toward women on campus, campus rape, the scope of coverage of Title IX, sex bias rulings, the Reagan Administration's position on the Women's Educational Equity Act Program, testimony concerning the effect of the Equal Rights Amendment on higher education, scholarships for older students, the Equal Pay Act, salary differences between female and male faculty, antidiscrimination laws pertaining to not hiring women because of pregnancy, enrollment trends for minorities, the climate for women students outside the classroom, women and science, developments concerning black women in academe and the professions, conferences on black studies/women's studies, a directory of Hispanic women in psychology, resources for integrating the study of women into the college curriculum, women's studies programs, resource materials on women and careers, research on women through a national network, a bibliography on women and employment, a job rights guide for women, a program of student research on women, and sexism in the media. The Fall issue includes an editorial by Judy Mann on the Reagan Administration's actions affecting women. A letter about sexual harassment from a Harvard University dean to faculty members is included in the Winter issue that considers the teaching environment and certain difficulties that can arise between instructors and students collectively, possible difficulties in the relationships between individual instructors and students, and kinds of faculty behavior that will produce formal disciplinary action. (SW)

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Project on the Status and Education of WOMEN

ON CAMPUS WITH WOMEN

Vol. 13, No. 3 • Winter 1984

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SEXUAL HARASSMENT

Michigan, Minnesota, and Idaho: Resignations Due to Harassment Charges

Following three years of hearings into allegations of sexual harassment, Robert Hefner, an associate professor of psychology at the UNIVERSITY OF MICHIGAN has resigned from the faculty. The charges were based on seven specific allegations by female students or staff members of improper sexual suggestions and/or advances which the professor had made to them. University President Harold Shapiro acknowledged that he had been prepared to recommend firing, on the basis of findings of a six-month faculty committee hearing and his own review of the case.

The director of the Counseling and Testing Center at BOISE STATE UNIVERSITY (ID), accused of having sexual relations with a student client, resigned from the university following a six-month suspension of his license by the Idaho Board of Psychologist Examiners. Prior to the board's investigation, the university had removed Maximo Callao from his counseling center duties but had permitted him to continue teaching.

Allegations by eleven female employees of sexual harassment has led to the resignation of Geoffrey W. Peters, dean of the WILLIAM MITCHELL COLLEGE OF LAW (MN). The allegations formed the basis for complaints filed with the Minnesota Human Rights Department, which was asked by the school to negotiate a settlement of the case. The dean denied the harassment charges.

Harvard Releases Sexual Harassment Report

Substantial numbers of women at HARVARD UNIVERSITY (MA) experience sexual harassment: 32 percent of tenured female professors, 49 percent of those without tenure, 41 percent of female graduate students, and 34 percent of undergraduate women have encountered harassment in some form from a person in authority at least once while they were at the university. Although one-to-two thirds of the above figures were accounted for by looks, gestures, or verbal harassment, between three and 16 percent of the women reported more serious incidents. For example: twelve percent of tenured women professors, ten percent of non-tenured faculty, six percent of the graduate students, and three percent of the undergraduates reported that they had been subjected to pressure for sexual favors. The various incidents led 15 percent of the graduate students and 12 percent of the undergraduates to change their academic programs. An overwhelming majority said they had not reported the incidents to university authorities; half of them related their failure to report incidents to fear of reprisals.

The release of the survey results followed a month of controversy on the campus over the handling of the case of a professor of government, Jorge Dominguez, who was disciplined for the sexual harassment of a junior faculty woman and a graduate student in his department. Criticism from students and faculty centered on the fact that the university had allowed the professor to continue with his teaching duties, and that it refused to divulge the disciplinary measures taken against him. A policy of absolute confidentiality, argued university officials, was necessary in order to protect the rights of all parties concerned. Nevertheless, it became common knowledge that the professor was removed from the chairmanship of an interdisciplinary committee on Latin American studies, that his salary had been frozen, and that he was given warning that his tenure would be "reviewed" were such an incident to recur.

New Jersey: AAUP Survey of Sexual Harassment Policies

A summary survey of policies and procedures concerning sexual harassment in New Jersey colleges and universities is reported in the Winter 1983 *Newsletter* of the New Jersey State Conference of the American Association of University Professors. Steps in the complaint procedures of the different institutions are outlined. The survey conducted by Committee W of the New Jersey AAUP, may serve as a model for other states or groups of institutions. Copies of the *Newsletter* (Vol. 5, No. 1) are available at no charge while supplies last from AAUP, New Jersey State Conference, Montclair State College, Richardson Hall W316, Upper Montclair, NJ 07043, Attn. Judith Porcello.

Resources on Sexual Harassment

The Connecticut Women's Educational and Legal Fund (CWEALF), Inc. has developed a variety of materials on sexual harassment. Copies of *Sexual Harassment in the Workplace* cost $3 each for the Spanish and the English versions, *Sexual Harassment in our Schools* is $3, and a *Technical Assistance Packet on Developing Sexual Harassment Grievance Procedures on Campus*, written from a legal standpoint, costs $10. All four when ordered together cost $15. In addition, CWEALF publishes educational posters in Spanish and English. (see *On Campus With Women*, Summer 1983, p. 2) Cost for these is now $4.50 each. Orders should be sent to CWEALF, Inc., 22 Maple Ave., Hartford, CT 06114.

Sexual Harassment at Oxford

At England's OXFORD UNIVERSITY, some undergraduate women report having been sexually harassed, and even raped, by their male tutors. A spokeswoman for the Women's Committee of the University Student Union disclosed that, of the 300 replies to a

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questionnaire distributed to the university's 3000 women undergraduates, 41 women complained of sexual harassment, 22 alleged harassment involving tutors or "dons."

ON THE CAMPUS

Animal House Disciplined

Officials at the UNIVERSITY OF CALIFORNIA at Berkeley have run out of patience with the annual antics at a fraternity's initiation rite. During the event, a so-called "jock run," sixteen nearly naked pledges of the Kappa Delta Rho fraternity allegedly streaked through sorority houses at the university's Berkeley campus. The men allegedly broke down doors, smeared walls, and sexually harassed women they encountered. Based on the recommendations of a campus hearing officer on the issue, who investigated previous complaints of misconduct as well as this incident, the university's vice chancellor withdrew university sponsorship of the fraternity. The suspension, which holds for a minimum of two years, bars the 60-year old chapter from all campus activities.

Poster Shredding in California—Again

The cheesecake has hit the shredder again at CALIFORNIA STATE at Long Beach. The school, in an effort to drum up the good ol' spirit for its football team, issued a poster featuring quarterback Todd Dillon, flanked by a couple of leggy blonde women affectionately clasping the player's shoulder and thigh. After 40 boosters, students, and university officials complained that the publicity photo was sexist, the school's athletic director ordered all 4000 copies of the offending poster consigned to the shredder, at a cost to the school of $3,900. Last year's booster poster, done by the same photographer, met the same fate for the same reason.

Apologies at Iowa

The UNIVERSITY OF IOWA football coach has apologized to a women's group at the school for his reference to a woman as a "little dumplin'" in a local news interview. The coach had said in the interview that, in his days as a quarterback for BAYLOR UNIVERSITY (TX) in the 1940's, "you could always find a little dumplin' to do the wash and then take her out to eat." The campus chapter of the Associated Professional and Faculty Women asked the university's president to censure the coach for his "demeaning and offending remarks which perpetuate the secondary status of women." The group withdrew their request following the apology.

Classroom Climate: Student Project Finds Barometer Still Hovering Near "Chilly" In Some Classrooms

In a student project at RHODE ISLAND COLLEGE, based on "The Classroom Climate: A Chilly One for Women?", nine students observed the climate in one of their classes. Although five classrooms were not "chilly" to either sex, four of the classrooms observed were at least to some extent "chilly" ones for women. Chill factors included the professors' interrupting women more frequently than they did men, making eye contact with men more often, standing closer to men, and/or using sexist language. One student noted a professor who rarely made eye contact with women students, (who made up half the class), and, in fact, directed the answers to women's questions at the male students. In addition, while 2/3 of the students volunteering answers to his questions were women, the professor called on them only 1/3 of the time. Comments made by this professor during one class session included the following: "Only a man could write such a complete and useful textbook"; "The calculator is an instrument which is hard for girls to understand"; and, in response to a computer science major's request for advice on courses to take, "Don't worry about next year, you can get married this summer."

Joining Forces: Student Coalitions Coalesce

On both the east and west coasts, women's coalitions are joining together to forward their concerns. On the west coast, the UNIVERSITY OF CALIFORNIA Student Lobby Women's Desk has been established to serve as a conduit for the nine UC women's coalitions to communicate with each other, act together, and express their concerns to the state legislature. On the east coast, schools in the Boston area (BOSTON COLLEGE, BOSTON UNIVERSITY, BRANDEIS UNIVERSITY, HARVARD UNIVERSITY, NORTHEASTERN UNIVERSITY, WELLESLEY COLLEGE, AND UNIVERSITY OF MASSACHUSETTS/Boston) have formed an Intercollegiate Women's Coalition.

Brandeis University officials banned the annual showing of pornographic films following IWC protests; administrators at MASSACHUSETTS INSTITUTE OF TECHNOLOGY replaced a screening of "Deep Throat" with one of "Star Wars" when threatened by IWC action; and Harvard issued a public apology when the Coalition protested an annual Business School party to which bikini-clad women were offered free admission, while everyone else was charged six dollars.

The Coalition plans to hold an intercollegiate national conference in April 1984. For further information, contact Intercollegiate Women's Coalition, c/o R. Amy Elman, 242 Lake Ave., Newton Highlands, MA 02161.

Careers Come First for Students of the Eighties

A survey of students at the UNIVERSITY OF CALIFORNIA at Davis showed marked changes in the attitudes and values of women students over the past two decades. In the early seventies, women tended to regard college studies and career training as secondary to marriage and family; "now the women are very concerned about jobs and career first and family second," says the report. "They may not know how they are going to handle all this or what the stakes are, but they are interested in the financial benefits, in career success, and in the chance for prestige." Mary Regan at UC-Davis conducted the study.

Another study, at the UNIVERSITY OF MARYLAND, reveals that female students who enter college planning a nontraditional career are either being socialized to traditional jobs while they are in college, or are leaving school or taking what they can get upon graduating. Copies of the study are available for $3.00 from the Counseling Center, Schumaker Bldg., University of Maryland, College Park, MD 20742.

Number of Women in Medical School On the Rise

Women hold over 30 percent of the places in the nation's medical schools in academic year 1983-84 in contrast to 24.3 percent in 1978-79, according to a report from the Association of American Medical Colleges (AAMC). The increase contrasts with a 2.5 percent drop in the first-year class enrollment of males. Copies of a summary of the 1983-84 medical school admissions report are available for $7.50 from the AAMC, Public Affairs Dept., Suite 200, One Dupont Circle, NW, Washington, DC 20036.

In the Professions, Stats are Climbing

Women's plans to enter the professions are being carried out. The Scientific Manpower Commission reports that the proportion

of women enrolled is continuing to climb. The fact that women's proportion of total enrollment is slightly less than their proportion of first-year enrollment indicates continuing increases in their proportion of the population that will ultimately reach the graduation stage.

Proportion of Women Enrolled and Graduating in the Professions, 1982
(Percent)

	ENROLLMENTS		
	1st Year	Total	Graduates
Medicine	30.8	27.9	25.0
Osteopathic Medicine	23.9	20.9	18.3
Dentistry	21.7	18.7	14.9
Veterinary Medicine	50.0	46.4	35.4
Optometry	26.7	23.7	20.1
Pharmacy	53.2	50.6	47.0
Podiatry	20.7	16.4	10.5
Law	37.2	35.3	32.6

Source: Scientific Manpower Commission

Hindering Factors: Women in Computer Science

Barriers to Equality in Academia: Women in Computer Science at MIT describes aspects of the school's professional and social environment which hinder the development of many women graduate students and research staff. The report details the treatment of women students and staff by their peers and colleagues, and lists recommendations to administration and faculty for changing this behavior. Single copies of the 44-page monograph, prepared by women graduate students and research staff in Computer Science at MIT, are available free from: Marilyn Pierce, Graduate Office, MIT, 50 Vassar St., 38-444, Cambridge, MA 02139.

Oregon Women's Center Receives Bequest

A $3.5 million bequest has been given to the Center for the Study of Women in Society at the UNIVERSITY OF OREGON by the husband of writer Jane Grant. Grant, who was one of the founders of *The New Yorker* magazine and the first woman to be a reporter in *The New York Times* city room, died in 1972. The bequest will be used in awarding $100,000 annually for support of research by faculty and graduate students. The center also expects to use the money for visiting scholars, conferences, and course planning.

Role Models for Women in Psychology

The 17 autobiographical esays in *Models of Achievement: Reflections of Eminent Women in Psychology* are designed to increase understanding of career development in high-achieving women, provide a much-needed source of female role models, and help preserve the contributions of women to the field of psychology. The editors also describe the social and historical context of the times in which these women pursued their careers and analyze and synthesize the profiles and patterns of achievement of these women's lives. *Models of Achievement*, edited by Nancy Felipe Russo and Agnes N. O'Connell, is available from Columbia University Press, 562 West 113 St., New York, NY 10025 for $25 cloth/$12.50 paper.

Internship Program in Managerial Skills for Women

The University Extension Division of the UNIVERSITY OF CALIFORNIA at Irvine has recently initiated a year-long certificate program designed for women trying to enter managerial positions. The Managerial Skills Internship Program for Women is a four-quarter program consisting of management courses, networking seminars, specialization courses, and a 3-6 month internship. Internship positions are paid or volunteer, with placements in a variety of technical and service areas within the public and private sectors. For further information on the program, write to the University of California, Irvine, University Extension, PO Box AZ, Irvine CA 92716, Attn: Joan Klubnik.

Boost for Women's Sports at Colorado State

A five-year plan which will give more money and support to women's athletics has been adopted by COLORADO STATE UNIVERSITY. After a federal audit this year revealed that, although women made up 50 percent of CSU's student body, they received only 21.9 percent of its athletic scholarship money, school officials promised the Office for Civil Rights (OCR) that they would provide additional scholarship funds for women athletes. The plan, the university officials told OCR, would be phased in over a five-year period.

CAMPUS RAPE

Helping Students Deal with Rape

Rape, a pamphlet prepared for women and men of the Harvard-Radcliffe community by University Health Services and the HARVARD UNIVERSITY Police Department deals with rape of males as well as females, and includes a wallet-size card with numbers to call and what to do in case of rape. Single copies of the 20-page pamphlet, written by Robert Slate and Michele Orza, as well as of Harvard Security Guide, *Playing It Safe*, are available at no charge from the Harvard University Police Department, 29 Garden St., Cambridge, MA 02138.

Casualties on Campus: Rape

The Chronicle of Higher Education (August 31, 1983) reports a study of women's experiences, involving nearly 4000 college students:

- 70.5 percent reported having had a man misinterpret the degree of sexual intimacy they desired;
- 21.4 percent reported consenting to sexual intercourse when they didn't feel like it due to the constant pressure of the men's arguments;
- 8.2 percent reported having intercourse when they hadn't felt like it because the man had applied some degree of physical force;
- 6 percent said they had been raped.

Women Fearful of Campus at Night

In a survey of over 200 university students at the UNIVERSITY OF MINNESOTA, 92 percent of the male students reported feeling either secure or very secure alone on campus at night; among the women surveyed, 51 percent reported feeling either insecure or very insecure alone on campus at night. The survey did not report how their feelings of insecurity affected their participation in campus events or use of facilties. According to estimates of police and rape crisis counselors, a woman has a one in four lifetime risk of being raped.

TITLE IX

Supreme Court to Decide on Title IX's Scope of Coverage

The Supreme Court heard arguments in November 1983 on the scope of Title IX in the case of *Grove City* v. *Bell*. Administrators

of the Pennsylvania college refused to sign a Title IX compliance form. (Title IX of the 1972 Education Amendments bars sex bias in educational programs or activities receiving federal funds.) The Reagan administration argued that the law applies only to the specific program receiving federal aid, e.g. institutions would be free to discriminate elsewhere in the institution.

In the same month, members of the House of Representatives passed, by an overwhelming margin, a resolution opposing the administration's attempts to limit the application of Title IX. The resolution, which was sponsored by Rep. Claudine Schneider (R-R.I.), was approved by a 414-to-8 vote.

Reagan's Title IX Policy Not Supported in Poll

Federal sex bias law should cover all students in a school—even those programs such as athletics, which don't receive direct federal monies. So maintain 68.3 percent of Americans, according to a poll unveiled in November 1983 by the Project on Equal Education Rights, a project of the National Organization for Women's Legal Defense and Education Fund. The position taken by the Justice Department—that sex bias law should extend only to those students in programs receiving direct federal funds—met with agreement by only 20.1 percent of those surveyed. The poll was conducted by Research and Forecasts, Inc., a New York public opinion research firm.

ED Reverses Self on Title IX Case

Criticism by civil rights and women's organizations followed the September 1983 Department of Education action when it informed an administrative law judge that it no longer wanted to continue investigating complaints against CHICAGO STATE UNIVERSITY (IL) and GOVERNORS STATE UNIVERSITY (IL) because there was no federal funding in the areas of the complaints. The position contradicted current regulations which prohibit discrimination in the entire institution when it receives any federal funds. Reversing its stance, ED's Office of Civil Rights (OCR) has decided to pursue the cases after all. According to *Higher Education Daily*, OCR Director Harry Singleton held that the attorneys' earlier request for dismissal of the cases was unauthorized by his office. In his request that the Court reopen the cases, Singleton told an administrative law judge that ED was not ready to adopt the narrow interpretation of Title IX held by the Justice Department. (See *On Campus With Women*, Fall 1983, p. 1. The issue is similar to the one in the Grove City College case mentioned above.)

Iron Arrow's Title IX Case Declared Dead

The Supreme Court has put an end to the seven-year legal battle waged by the male-only Iron Arrow Honor Society, ruling by 5 to 4 that the group's attack on Title IX is moot because the UNIVERSITY OF MIAMI (FL) has banned the society from campus. The Fifth U.S. Circuit Court of Appeals had ruled earlier in the year that the university's past recognition of the club had "infected" all of its programs with sex bias, thus giving the Education Department reason to cut off federal funds. The Supreme Court noted that the university president had written a letter to the society stating that, no matter what the outcome of the legal process, the society could not return to the campus until it discontinued its discriminatory membership policy. That letter, argued the majority, made any court action in the case, *Iron Arrow Honor Society* v. *Heckler*, irrelevant. The Court, while dealing with the mootness of the question, did not deal with the broader issue of Title IX coverage.

Having A Conference?

Free flyers about PSEW publications are available for distribution at your conference. Call (202) 387-1300.

IN THE COURTS

The Gunther Case: What Does It Mean For Higher Education?

In *The Gunther Case, Comparable Worth, and Implications for Academe*, James V. Koch, provost and vice president for academic affairs at BALL STATE UNIVERSITY (IN), discusses issues raised by this landmark decision, particularly its implications for personnel policies and the quality of faculty in colleges and universities. The case, *County of Washington* v. *Gunther* (June 1981) expanded the set of circumstances that can be used to provide legal standing to sex discrimination suits concerning salary discrepancies. The article appeared in the *Educational Record*, Vol. 64, No. 2, Spring 1983. Copies of this issue are available for $7.50 from Publication Sales Dept., American Council on Education, One Dupont Circle, Washington, DC 20036.

Landmark Comparable Worth Case Brought by Workers in State of Washington

Women workers in the state of Washington went to court in September 1983 with the first comparable work pay discrimination case brought against a college or university. Eight public agencies, including three state universities, are the target of the suit, which focuses on pay disparities in female-dominated jobs where workers are paid less than employees performing similar work in fields dominated by men. The suit was brought by the American Federation of State, County and Municipal Employees (AFSCME).

Sex Bias Ruling Against Oregon College Reversed

A $244,000 sex bias judgment against WESTERN OREGON STATE COLLEGE was reversed in October 1983 by the Ninth U.S. Circuit Court of Appeals. The lower court had ruled earlier against the college, subjecting it to double damages under the Equal Pay Act because campus administrators knowingly failed to correct the wage disparities. The judgment was based in part on a statistical comparison of salaries showing that women were underpaid in relation to men. The appellate court, while acknowledging the difficulty of comparing wages, held that a much closer look at the salaries was needed, and stated that the "special characteristics of an academic community, the uniqueness of its members, serves to emphasize the necessity for a thorough and sensitive appraisal of [the college's] defenses." The case is *Hein* v. *Oregon College of Education* (previous name of Western Orgeon State College).

Louisiana: Equal Pay Act Claim Squeaks by Fifth Circuit

Although Julia Berry earned the same salary as male professors at LOUISIANA STATE UNIVERSITY, she taught twice as many courses. The lower court had ruled that this did not violate the Equal Pay Act because there was no difference in pay. While upholding this narrow view of the Equal Pay Act, the Fifth U.S. Circuit Court of Appeals nonetheless held that Berry did have a valid case if, as she alleged, "male professors were able to make extra money by teaching off campus [summer school courses] while, because of her excessive workload, [she] had not been able to do so." [Berry's claim of job bias under Title VII of the Civil Rights Act was rejected because she filed charges too late; the court did

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Harvard Issues Statement About Sexual Harassment and Related Issues

The following letter from Dean Henry Rosovsky was sent to every faculty member and student in the Faculty of Arts and Sciences at Harvard University (MA). In it, Dean Rosovsky discusses the subtle and for the most part unintentional faculty behaviors which alienate or discourage women students; relationships between faculty members and students which are considered not only unprofessional but wrong in an instructional context; and university policies and procedures for dealing with complaints of sexual harassment.

The Dean's letter reflects a trend at colleges and universities across the country to develop more formal written policies and guidelines regarding sexual harassment and the subtle and potential discriminations that women students still face on campus. For example, in November 1983, the University of California's Assembly of the Academic Senate adopted a proposal to ban sex between teachers and their students stating that even "consenting" relationships can inflict "irreparable" damage to the educational environment. Such relationships are considered a "serious breach of professional ethics," even if initiated by a student. The ban, which applies only to students directly under a teacher's supervision, either in a class or while doing research, does not carry any penalty for those who refuse to follow it. However, it is a standard for professional conduct. Institutions are increasingly mindful of the need to clarify and formalize just such standards of behavior for the benefit of their faculty and their students.

The following statement is not intended as a model for use at every college and university but as one way of many in which the subject of sexual harassment and related issues can be publicized. In addition, institutions will need to develop and assess procedures for dealing with complaints about these issues. Institutions may also want to mention in these policy statements that sexual harassment violates Title IX and other laws as well. Furthermore, an institution may find it helpful to inform its academic community as to the steps it has taken when formal procedures are completed. It is hoped that many colleges and universities will initiate discussions of the problem and develop policies on their own campuses to ensure that women's experience on campus will be as positive and as conducive to learning as that of their brothers.

April 1983

Dear Colleague:

During the current academic year, the Faculty Council has been discussing the topic of sexual harassment. This conversation arose because students and faculty members have questioned whether we have fair and effective procedures for responding to complaints, and whether we have a good working definition of the term "sexual harassment."

In the course of discussion, the Faculty Council took up a number of related topics, particularly the complex question of appropriate and inappropriate relationships between students and faculty members, and the question of sex as it may affect the teaching environment. I am writing to you now to report on the substance of these discussions and to review for you the understandings reached by the Faculty Council on these various interrelated topics.

I shall comment first on the environment of the classroom, particularly certain difficulties that can arise between instructors and the students enrolled in their classes, collectively rather than individually. Second, I shall discuss certain difficulties that may arise in the relationships between individual instructors and individual students. Third, I shall describe what kinds of behavior on the part of Faculty members will produce formal disciplinary action. Finally, I shall outline the disciplinary procedures for responding to such behavior.

I. The teaching environment

In the last decade we have made considerable progress toward a genuinely co-educational environment. Overt discrimination against women seems to be quite rare. Most members of the Faculty endeavor to treat all students fairly as individuals, and not as members of a category based on sex.

Nevertheless we have not yet attained a state in which women never feel themselves to be disadvantaged on account of their sex. Students continue to report behavior by members of the teaching staff that is discouraging or offensive to women. Alienating messages may be subtle and even unintentional. It may therefore be useful to offer specific examples illustrating a range of classroom conduct that tends to compromise the learning experience especially, but not only, of women.

Some teaching practices are overtly hostile to women. For example, to "show slides of nude women humorously or whimsically" during an otherwise serious lecture is not only in poor taste, but is also demeaning to women.

Other alienating teaching practices may be simply thoughtless, and may even be the result of special efforts to be helpful to women students. It is condescending to make a point of calling upon women in class on topics such as marriage and the family, imposing the assumption that only women have a "natural" interest in this area.

There is no specific term for the classroom practices just described. Their common effect is to focus attention on sex characteristics in a context in which sex would otherwise be irrelevant. For that reason, the general term "sexism" is often used to describe this category of unprofessional behavior.

THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the Association of American Colleges provides information concerning women in education, and works with institutions, government agencies and other associations and programs affecting women in higher education. The Project is funded by Carnegie Corporation of New York and The Ford Foundation. Publication of these materials does not necessarily constitute endorsement by AAC, Carnegie Corporation of New York or The Ford Foundation, or any of its sponsoring organizations. This paper is included in the packet on rape and sexual harassment available for $3.00 from the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009. Bulk copies are available.

II. Relationships between individual Faculty members and students

The Council discussed various kinds of personal relationships between Faculty members and students. Members of the Council generally agreed that, in addition to the harassing behavior described below, certain other kinds of relationships are wrong whenever they take place within an instructional context.

Amorous relationships that might be appropriate in other circumstances are always wrong when they occur between any teacher or officer of the University and any student for whom he or she has a professional responsibility. Further, such relationships may have the effect of undermining the atmosphere of trust on which the educational process depends. Implicit in the idea of professionalism is the recognition by those in positions of authority that in their relationships with students there is always an element of power. It is incumbent upon those with authority not to abuse, nor to seem to abuse, the power with which they are entrusted.

Officers and other members of the teaching staff should be aware that any romantic involvement with their students makes them liable for formal action against them if a complaint is initiated by a student. Even when both parties have consented to the development of such a relationship, it is the officer or instructor who, by virtue of his or her special responsibility, will be held accountable for unprofessional behavior. Because graduate student teaching fellows, tutors, and undergraduate course assistants may be less accustomed than Faculty members to thinking of themselves as holding professional responsibilities, they would be wise to exercise special care in their relationships with students whom they instruct or evaluate.

Other amorous relationships between members of the Faculty and students, occurring outside the instructional context, may also lead to difficulties. In a personal relationship between an officer and a student for whom the officer has no current professional responsibility, the officer should be sensitive to the constant possibility that he or she may unexpectedly be placed in a position of responsibility for the student's instruction or evaluation. Relationships between officers and students are always fundamentally asymmetric in nature.

III. Sexual harassment

The Faculty Council accepts the following definition of sexual harassment:

> In the academic context, the term "sexual harassment" may be used to describe a wide range of behavior. The fundamental element is the inappropriate personal attention by an instructor or other officer who is in a position to determine a student's grade or otherwise affect the student's academic performance or professional future. Such behavior is unacceptable in a university because it is a form of unprofessional behavior which seriously undermines the atmosphere of trust essential to the academic enterprise.

The Faculty's procedures for responding to complaints of sexual harassment provide three routes through which complaints can be resolved. In consultation with the Assistant Dean of Harvard College (or, in the case of a graduate student, an appropriate officer as outlined in the GSAS procedures,) the student selects the most suitable process, which will ordinarily depend on the nature of the instructor's behavior and the form of redress sought by the student.

In the least formal approach, the Assistant Dean (or the Director of the Office of Student Affairs of GSAS) provides help in resolving the difficulty. (Examples of informal resolutions include apologies and changes in instructional arrangements. Such readjustments of the teacher-student relationship are likely to be adequate responses only in those cases in which miscommunication or lack of communication played a significant part.)

Through the Faculty's formal process, a student may seek disciplinary action by the Dean of the Faculty against the instructor. The formal process is intended to react to conduct that is clearly understood to be unacceptable. The underlying assumption is that all members of the Faculty are aware that it is wrong to expect sexual favors of one's students, and that persistent, unwanted attention by an instructor toward a student is always, therefore, unprofessional.

The Faculty's formal procedure is confidential. Officers of the University do not comment publicly on individual cases. Nevertheless the University cannot ordinarily prevent the parties to a complaint from discussing it publicly.

The third route is considerably more elaborate than the other two. Screening and Hearing Panels are available to consider charges of "grave misconduct," identified in the Third Statute of the University as grounds for termination of employment, including deprivation of tenure.

In addition, the Administrative Board of Harvard and Radcliffe Colleges and the Administrative Board of the Graduate School are available to provide certain kinds of help to students who have been the victims of sexual harassment. The Administrative Board considers students' petitions for changes of grading status (that is, from letter-graded to pass-fail) and petitions for retroactive withdrawals from courses. Such petitions are granted on account of special circumstances, in which category the Board would ordinarily include clear instances of sexual harassment.

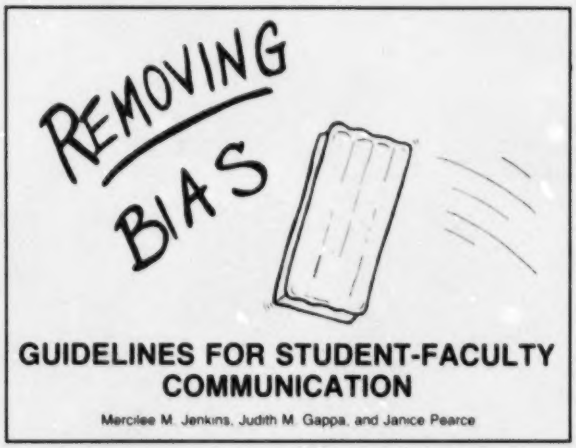
I have given an account of the Faculty Council's thinking on the topic of sexual harassment and related issues. The Council did not reach unanimity on every detail of the views expressed in this letter, but the Council did suport this general approach to the problem and reaffirmed its confidence in our current procedures for responding to specific instances of sexual harassment.

I have written this letter so that every member of the Faculty might be aware of these discussions, and of my own views. If members of the Faculty feel that this statement is incomplete, or incorrect in some way, I would be grateful if they would write to me.

Sincerely yours,
Henry Rosovsky

IS YOURS A *BIAS* FREE CLASSROOM?

REMOVING BIAS: GUIDELINES FOR STUDENT-FACULTY COMMUNICATION develops faculty awareness of unconscious classroom communication habits that reinforce sexual or racial bias. Biasing patterns of communication are accompanied by suggestions for change.



REMOVING BIAS: GUIDELINES FOR STUDENT-FACULTY COMMUNICATION reflects the realization that teachers' cultural and personal backgrounds affect the way they transmit information and the way they interact with both male and female students. It provides guidelines for eliminating stereotypes and removing biases in language structure and usages. Tactics are proposed for changing both obvious and subtle discrimination in classroom communication. (See other side for sample page.) The 19 item questionnaire in Section II (administered in 15 minutes) *allows instructors to discover if students label their classroom communication as being biased.*

This guide is an expanded version of one of the four modules resulting from the Curriculum Analysis Project in the Social Sciences (CAPSS), funded by the Women's Educational Equity Act Program, Department of Education, Washington, D.C. **REMOVING BIAS** is:

- an ideal compendium for faculty who want to use new ideas and knowledge but who have little time to review literature,
- a quick and easy communication guide for new teaching assistants, and
- a book to share with colleagues who are still unaware of their biased communication patterns.

Price: $7.50 per copy. Please send me ___ copies of REMOVING BIAS: GUIDELINES FOR STUDENT-FACULTY COMMUNICATION
10% discount for SCA members.

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(703) 750-0533

SAMPLE PAGE

TOPIC AREA	TACTICS FOR CHANGE
GENERAL PROBLEM OF STEREOTYPING Stereotyping encompasses a wide range of issues including age, race gender, and handicaps. Stereotypes are frequently communicated as myths or characterizations.	Myths and characterizations can be challenged by presenting varied samples of women and men.
A man's career is central to his life; a woman should have a career to fall back on, just in case she needs it.	That over 50 percent of the female population over age 10 were in the work force in 1982 shows that most women need a career. In addition, many men are realizing the pitfalls of centering their lives completely on their careers.
STEREOTYPING OF ROLES Portrayal of males and females in traditional roles can reinforce stereotypes. Family roles are most often stereotyped.	Present examples of varied lifestyles and family structures such as dual-career families, childless couples, female-headed households, singles, and other alternative living arrangements.
The 1965 Moynihan Report interpreted the large percentage of black female-headed households and high rates of illegitimacy as evidence of family disintegration. The report assumed that a woman's heading a household is wrong, and that this contributed to the failure of blacks.	Present examples of the variety of domestic strategies found in urban black communities, and emphasize the creativity and ability to cope with difficult circumstances that these strategies show.
Assumptions that all women will be or are wives and mothers, men are henpecked husbands, mothers-in-law are interfering, only women are capable of mothering are prevalent.	***Talk about men as homemakers and women as breadwinners, sharing of parenting responsibilities.***

not rule on whether paying the same salary for twice as many classes violated Title VII. In all likelihood it does.]

The university had not renewed Berry's contract in 1977 on the basis that she had not published enough and had failed to develop a curriculum in counselor education. Berry claimed that she was prevented from research and development pursuits by her double course load and that LSU's reason for forcing her out was that she was a woman. She noted that the male who had replaced her was not assigned an excessive work load, and had been given an assistant and other support which had been denied her. The case is *Berry* v. *Board of Supervisors*.

Church-Controlled Colleges are Not Exempt from Equal Pay Act

In the face of charges of sex discrimination by a female professor who was paid less than her male counterparts, the administrators of BELMONT COLLEGE (TN) argued that church-controlled colleges were exempt from the Equal Pay Act by virtue of the Free Exercise Clause of the First Amendment; i.e., the Equal Pay Act does not apply to private enterprises not engaged in commerce.

The court, however, held that, while the educational process was conducted in a "strong religious atmosphere," the college was nonetheless an "employer," since it hired professional faculty to instruct undergraduates. The court further maintained that application of the Equal Pay Act would place little, if any, burden on the school's exercise of religious beliefs in that no article of Baptist faith prescribes sex discrimination in the payment of employees. The case is *Russell* v. *Belmont College*, No. 81-3293, Dec. 3, 1982. (U.S. District Court, Middle District of Tennessee).

EMPLOYMENT

More Women College Presidents

The number of women college presidents has increased from 148 in 1975 to 253 in 1983. Public colleges, showing the greatest gains, have seen a five-fold increase in the number of women presidents in the last eight years. Twenty-eight of the nation's 3,000 college presidents are minority women, i.e., eleven percent of all women presidents, but less than one percent of all college presidents. Among the nation's 26 colleges controlled by Indian tribes, five are now headed by women. The data come from the American Council on Education's Office of Women in Higher Education.

Women's Pay Lower than Men's: What Else is New?

A new Census Bureau report, *American Women: Three Decades of Change*, shows American women to be marrying later, waiting longer to have children, and entering the workforce in increasing numbers, despite the fact that their average salary has remained at about three-fifths that of men for full-time, year-round workers over the past several decades. For college-educated women over 25 working full-time, year-round, paychecks were only 62 percent as high as those of their male counterparts. The figure is 71 percent when only the youngest group of women (age 25-34) was considered.

Studies Show Salary Gap Growing for Women in All Fields

The average faculty woman made $5,374 less than the average man last year, according to a bulletin released by the National Center for Education Statistics. The pay gap has grown steadily since academic year 1977-78, when the difference was only about $3,500. Male faculty members received higher raises at every rank except lecturer during academic 1982-83, and got an average pay boost of 7 percent in contrast with 6.7 percent for women. While the average male salary was $28,394, the average female salary was $23,020, with salary differences between men and women ranging from $1000 for instructors to $3,854 for professors. The bulletin notes that the overall salary difference was even higher due to the fact that more women are at the lower-paying bottom rungs of the academic ladder. Additional salary information, as well as copies of the bulletin *(College Faculty Salaries Average $26,292 for Academic Year 1982-83)* are available at no charge from the Statistical Information Office, National Center for Education Statistics, Brown Building, Room 600, 400 Maryland Ave., SW, Washington, DC 20202.

Like women faculty in general, women who have doctorates in nontraditional fields continue to earn substantially less than their male counterparts in research and development, regardless of the field, level of work experience or type of employer. According to a recent report from the Scientific Manpower Commission, in 1981, the average woman doctorate took home a paycheck that was $8,600 less than that of her male counterpart, and the salary gap widens with age. In addition to providing information about salaries in every field of science and engineering, the report also offers comparative information in the academic, managerial and professional occupations. Copies of the 196-page report, *Salaries of Scientists, Engineers and Technicians—A Summary of Salary Surveys*, by Eleanor L. Babco, are available for $30 prepaid from the Scientific Manpower Commission, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Doctors at Stanford Can Still be Mothers

A memorandum, characterized by the dean of STANFORD UNIVERSITY's (CA) medical school as "highly inappropriate, offensive, insensitive, and most importantly, unusable," was sent by the chair of the department of gynecology and obstetrics, LeRoy Heinrichs, to a woman physician who was chief resident and pregnant. Copies of the memo were also sent to department faculty, chief residents and several administrators, noting that the physician was pregnant and requested that she postpone a planned vacation for scheduling reasons. The memo stated in part: "Pregnancy can also ultimately affect patients who must bear the frustrations of your colleagues who must work with you or those who remain in your absence. Some faculty members express the modern view that responsible career women do not risk incurring the age-old criticism of women as unreliable professional colleagues, and some advise me, for that reason, to appoint no more women as residents in this program." After several women physicians complained, the memo was rescinded by the department chair and the university. Heinrichs also apologized to the resident and her colleagues, and, together with the dean of the medical school, reaffirmed the school's desire to uphold Stanford's policy of affirmative action in the hiring of women. Heinrichs later resigned from his post as chair but retains his teaching position. [Note: Not hiring women because of pregnancy violates antidiscrimination laws.]

Younger Men More Open to Women's Advancement Than Older Men: Myth or Reality?

Given: "The attitude of top management is the single most important variable in determining women's corporate progress." Hypothesis: "Since younger men are generally more receptive than older men, women's prospects must necessarily improve as these younger men move up." Two researchers tested this hypothesis by examining the attitudes toward the role of women held by 162 male and 113 female business college students at an

eastern university in 1982.

Their findings: while the female manager of tomorrow holds a more liberal attitude toward the role of women, the attitude of the male manager of tomorrow is more traditional. He does not feel that women belong in leadership positions, and he sees his own role as being the primary source of support for the family. The researchers note the potentially serious problems for organizations which these divergent attitudes of male and female managers of the future may present.

The research is described in an article *Male Bias: Forgotten but Not Gone*, by O.C. Brenner and Joseph Tomkiewicz, which appeared in the *National Association of Bank Women Journal*, Vol. 59, No. 3, March/April 1983, 500 N. Michigan Ave., Chicago, IL 60611.

Coping Strategies for Dual Career Couples

Coupling and Careers: A Workshop for Dual Career Couples at the Launching Stage describes a short-term workshop designed to assist undergraduate and preprofessional student couples develop effective individual and joint coping strategies. The workshop was offered to both married and unmarried student couples representing a "future dual-careerists' group" under the auspices of the counseling center of the UNIVERSITY OF FLORIDA, Gainesville, and focused on providing skills for joint problem solving, decision making and communicating. The article, by Ellen S. Amatea and E. Gail Cross, appeared in *The Personnel and Guidance Journal*, Vol. 62, No. 1, September 1983, 5999 Stevenson Ave., Alexandria, VA 22304.

Affirmative Action Grants at Ohio State

The OHIO STATE UNIVERSITY Affirmative Action Grants Program was established in 1982 by President Edward Jennings to encourage and support both demonstration and research projects designed to promote equal opportunity and to advance affirmative action. The program provides seed money for innovative approaches toward implementing the university's commitment to affirmative action and will cover items such as stipends for graduate research associates, salaries for assistants and technicians, clerical and stenographic help, and honoraria for experts invited to conduct workshops, conferences, or symposia. For further information, contact the Affirmative Action Grants Program, Office of the President, 205 Administration Bldg., 190 N. Oval Mall, Columbus, OH 43210.

Perspective on Employment Issues for Women

Former Secretary of Labor Ray Marshall analyzes numerous trends affecting women's participation in the labor force in *Work and Women in the 1980's: A Perspective on Basic Trends Affecting Women's Jobs and Job Opportunities*. The increase in international interdependence, declining rates of growth in productivity, unemployment, demographic changes in labor force participation by women, education, fertility, age, and occupational distribution are among the trends discussed. Women's employment patterns are also examined, including recent data on women's earnings, union, and comparable worth. Copies of the 26-page bulletin, published by the Women's Research and Education Institute (WREI) of the Congressional Caucus for Women's Issues, are available at $4 prepaid from WREI, 204 Fourth St., SE, Washington, DC 20003.

ABA and Private Club Discrimination: Third Go-Round

Should private clubs deriving a substantial portion of their income from business sources be subject to civil rights laws prohibiting discrimination? Yes, said the American Bar Association (ABA) in January 1982, supporting federal legislation on the issue. Late that year in August, the ABA reversed its position, rescinding its earlier action. In August 1983, the ABA again switched its position, and is now supporting legislation which would make discrimination by private clubs illegal. (See *On Campus With Women*, Winter 1983, p. 1)

WOMEN AND SCIENCE

Women Faculty in Chemistry and Biochemistry: Making Progress?

In 1982-83, faculties in chemistry departments which offered doctoral studies in chemistry included only 4.1 percent women, although over the past decade, women have earned ten percent or more of the doctoral degrees awarded in the field. In 1983, 81 of 177 departments offering doctoral studies have no women on their faculty. In biochemistry, women comprise close to 8.5 percent of full-time faculty in departments offering graduate programs in the field. The figure represents a drop from 9.7 percent in 1978-79 and 9.4 percent in 1980-81. Of doctoral degrees in the biochemical field, women have earned 25 percent.

Women on the Increase in Engineering

Women now make up 12.15 percent of all graduates of engineering at the baccalaureate level, reports the Engineering Manpower Commission. In addition, the number of women earning doctoral degrees in science and engineering has escalated from 400 in 1960 to 4,000 in 1981, according to a National Science Foundation report although most women pursue doctorates in the life sciences and social sciences. Copies of the report, NSF No. 83-309, are available at no charge from the Division of Science Resources Studies, National Science Foundation, Washington, DC 20550.

Math and Science Programs: Evaluation Guide

Evaluation Counts: A Guide to Evaluating Math and Science Programs for Women is a book aimed primarily toward classroom teachers, program staff, career counselors and others who are involved in working directly with students but who may lack experience in evaluation. Single copies of the 228-page handbook, written by Barbara Gross Davis and Sheila M. Humphreys, may be ordered at no charge while supplies last, from the Math/Science Resource Center, c/o Mills College, Oakland, CA 94613.

WOMEN'S STUDIES

Project to Familiarize Faculty With the New Scholarship On Women

A three-year, university-funded faculty development project in Women's Studies will be implemented by NORTHERN ILLINOIS UNIVERSITY in the Spring of 1984. Jointly sponsored by the College of Liberal Arts and Sciences and the Women's Studies Program, the project will acquaint faculty of required undergraduate courses with the new scholarship on women and assist them to incorporate materials on women into the content of their courses.

Each year, the College of Liberal Arts and Sciences will select one department in the College to host a faculty development

(Continued on page 8)

MINORITY WOMEN

The project gratefully acknowledges the support of TRW for making this section on minority women possible.

Working Papers on Black Women in Academe

Black Women in the Academy presents three working papers on issues faced by black women scholars and professors. "Black Professor—White University," by Nellie McKay; "The Double Plight of Privilege" by Sandra F. Daniel and "Black Women in the Academy: Retrospect and Beyond" by Martha K. Cobb. Copies of the 31-page reprint (Working Paper Series, 6) are available at $1.50 prepaid from the Women's Studies Research Center, 209 N. Brooks St., University of Wisconsin-Madison, Madison, WI 53706. Checks should be made out to the Women's Studies Research Center.

Black Lawyers Examine Women's Rights

The National Conference of Black Lawyers (NCBL) has established a Section on the Rights of Women. Co-chaired by Sheila Abdus-Salaam, an Assistant Attorney General with the State of New York, and Shirley J. Wilcher, a staff attorney with the National Women's Law Center in Washington, DC, the Section will carry on the work of the former NCBL Women's Rights Task Force in promoting and protecting the rights of Black women both in the legal arena and elsewhere. For more information contact Shirley J. Wilcher, National Women's Law Center, 1751 N St., NW, Washington, DC 20036.

Conference on Black Women

A national conference on "Black Womanhood: A New Ideology, A New Mandate," sponsored by the Black Women's Caucus of NORTHEASTERN ILLINOIS UNIVERSITY, was held in Chicago in October 1983. Among the papers, symposia and workshops offered at the conference were included such topics as "Black Women and Politics: Which Way?", "Woman Writers of the Harlem Renaissance," "Black Women/Feminism/Women's Studies: Or, Look Out Sisters, They're Doing It Again," "She's My Sister on a Long Hard Road: Advocacy for the Poor," "Black Women and High Technology" and "Principles of Effective Networking for Black Women." For further information on the conference, write to Safiya Karimah, Northeastern University, Center for Inner-City Studies, 700 E. Oakwood Blvd., Chicago, IL 60653.

Few Minority Women in Medicine, Science and Engineering

Among first year entrants in the fall of 1983 to U.S. medical schools, Black women make up 2.7 percent, American Indian and Alaskan Native women make up 0.2 percent, Mexican American/Chicanas 0.5 percent, and Puerto Rican women, 0.2 percent of the total. (White women comprise 25.3 percent.) The figures are from the Association of American Medical Colleges.

And, while Black, American Indian, Asian and Hispanic women make up 8.3 percent of the total labor force, *Manpower Comments* notes that they comprise less than 1 percent of all Ph.D scientists and engineers. These minority women accounted for 9.7 percent of all full-time undergraduate enrollment in the fall of 1980 but they comprised only 5.2 percent of graduate enrollment. They were 0.9 percent of graduate enrollees in engineering, 1.3 percent in the physical sciences, and 3.5 percent in the biological sciences. In an accounting of full-time faculty women, Black women make up 2 percent, Asian and Hispanic women 0.4 percent each, and Native American women less than 0.1 percent. With predominantly Black institutions excluded, this approximately 3 percent of full-time instructional positions for minority women shrinks even further.

Special Issue on Native American Women

A special issue on American Indian Women in Higher Education is in preparation by the *Journal of the National Association for Women Deans, Administrators, and Counselors*. The issue will focus on the educational, personal and career development of Indian women students and professionals. For further information, contact Patricia A. Gartland, Editor, c/o The American College Testing Program, PO Box 168, Iowa City, IA 52243.

Dialogues with Women of the Third World

The Third World Women's Project sponsors Third World women to come to the United States to share information on women in their home countries. The women come from many walks of life—religious leaders, human rights activists, professionals, workers, etc. For further information, contact the Third World Women's Project, Institute for Policy Studies, 1901 Q Street, NW, Washington, DC 20009.

***SAGE*, a New Journal on Black Women**

Sage Women's Educational Press announces the publication of *SAGE: A Scholarly Journal on Black Women*, beginning in April of 1984. This biannual journal is edited by Patricia Bell-Scott, co-author, *But Some of Us Are Brave: Black Women's Studies* (Feminist Press, 1981) and Beverly Guy-Sheftall, co-author, *Sturdy Black Bridges: Visions of Black Women in Literature* (Anchor Press, 1979). SAGE is an interdisciplinary forum for the discussion of issues relating to Black women. Each issue will contain feature articles and critical essays, in-depth interviews, reviews of books, films, and exhibits, research reports, and conference announcements. Education, mother-daughter relationships, health, and Black feminist theory will be the focus of the first four issues.

Individual subscriptions are $15; institutional subscriptions are $25. Reduced rates are offered for charter subscriptions. For more information, write SAGE, P.O. Box 42741, Atlanta, GA 30311.

About Black Working Women

Black Working Women/Debunking the Myths: A Multidisciplinary Approach reports the proceedings of a research conference to examine the status of Black working women in the U.S. The 221-page volume also includes a selected bibliography. Copies may be ordered at $10 prepaid from Publications, Center for the Study, Education and Advancement of Women, Bldg. T-9, Rm. 112, University of California, Berkeley, CA 94720. Make check or money order payable to the Regents of the University of California.

The Berkeley Women of Color

Under the auspices of the Institute for Study of Social Change at the UNIVERSITY OF CALIFORNIA, Berkeley, the Berkeley Women of Color group publishes a newsletter to communicate to others the knowledge and information produced by research on women of color. In an effort to encourage information sharing and networking, the newsletter will contain contributed articles; bibliographic materials; announcements of meetings; seminars and conferences; and information on political action affecting women of color. For more information, contact The Berkeley Women of Color, University of California, The Institute for Study of Social Change, 2420 Bowditch, Berkeley, CA 94720.

(Continued from page 6)

workshop addressing a topic in women's studies specific to that discipline. Invitations will be sent out to faculty teaching introductory courses and to dissertation-level graduate students who, as junior faculty, will most likely have the responsibility for such lower-level courses in the earliest stages of their teaching careers. By acquainting those members of the university community with important new research on women and gender, and by showing them how that information can enhance the scope of freshman courses, the sponsors hope ultimately to provide access to "balanced curriculum" courses for the largest number of undergraduate students.

Resources for Integrating the Study of Women into the Curriculum

The *Directory of Projects to Transform the Liberal Arts Curriculum*, originally compiled by Project HERS/New England, has been updated for use as a resource book for those interested in initiating curriculum change projects at their own institutions. The directory lists colleges and universities with programs designed to bring the new scholarship on women into the main curriculum. Copies of the directory are available at $2 from the Faculty Development Program, Center for Research on Women, Wellesley College, Wellesley, MA 02181. A list of consultants experienced in helping faculty to bring new scholarship on women into the main liberal arts curriculum is also distributed by the Center. Copies of the *Directory of Consultants* are also $2, and may be ordered at the above address.

In addition, a *List of Non-Published Materials for Developing Courses and Projects to Integrate the New Scholarship on Women into the Curriculum* has been developed by the Northern Rockies Program on Women in the Curriculum, with support from the Fund for the Improvement of Postsecondary Education. The list provides titles, descriptions and ordering information for such materials as bibliographies, syllabi, reports, and conference agendas and proceedings from curriculum integration projects listed in the Wellesley College Center for Research on Women's *Directory of Projects to Transform the Liberal Arts Curriculum* (noted above) and others. The list is available for $3 prepaid from the Clearinghouse for Curriculum Integration Projects, c/o Betty Schmitz, College of Letters and Science, Montana State Univ., Bozeman, MT 59717.

Conference Proceedings: Scholars and Women

Women's Studies and the Curriculum is a publication of the proceedings of a conference on *Scholars and Women*, held in March 1981 at the UNIVERSITY OF MARYLAND. The proceedings embrace an overview of women's studies as well as research about women in the sciences, social sciences, and humanities, and research on women's studies methodology. Copies of the 217-page publication, edited by Marianne Triplette, SALEM COLLEGE (NC), are available at no charge while supplies last from Salem College, Winston-Salem, NC 27108.

Bibliography for Women's Studies

New Books on Women and Feminism lists a selection from books, periodicals and non-print materials, with brief annotations, in the areas of anthropology, art, biography, education, employment, health (including medicine, sexuality, biology), history, humor, journalism, language and linguistics, law, literature, philosophy, politics and political theory, psychology, religion and spirituality, science and math, sociology, sports, the women's movement and women's studies. Materials on children's literature are included as well. The 72-page listing, published by Susan E. Searing, Women's Studies Librarian-at-Large for the UNIVERSITY OF WISCONSIN SYSTEM, is available to those subscribing to publications of the Office of the Women's Studies Librarian-at-Large. Publications of the Office are available free of charge to Wisconsin residents; the subscription rate outside Wisconsin is $12/year for individuals and women's programs, $24/year for institutions. For further information, write to Susan E. Searing, Women's Studies Librarian-at-Large for the University of Wisconsin System, 112A Memorial Library, 728 State St., Madison, WI 53706.

Award For Scholarship On Women

The Hamilton Prize of $1,000 for the best original, scholarly, book-length manuscript is offered annually by the UNIVERSITY OF MICHIGAN to encourage serious and significant scholarship about women. Two-page abstracts are due by July 15, 1984. For further information, write Hamilton Prize Competition, 354 Lorch Hall, The University of Michigan, Ann Arbor, MI 48109.

The Junior Year at Douglass Program in Women's Studies

Beginning with the 1984-85 academic year, DOUGLASS COLLEGE OF RUTGERS (NJ) will offer students from other colleges across the country the opportunity to spend their junior year focusing on women's studies. Participants will also do a research project or an internship. For more information and application materials, contact Dr. Ellen F. Mappen, Director, Junior Year at Douglass Program in Women's Studies, Voorhees Chapel, Lower Level, Douglass College, New Brunswick, NJ 08903; phone 201/932-9197.

Tenure for Women: Scholar at Stanford Approved by Provost

STANFORD UNIVERSITY (CA) Provost Albert H. Hastorf overruled decisions by two faculty committees and the dean of humanities and sciences in recommending that historian Estelle Freedman be promoted to Associate Professor with tenure. The negative recommendations had received widespread attention across the country. Although the provost reported finding no evidence of sex discrimination in the three previous decisions to deny tenure, he argued that greater weight should have been given to Freedman's research on women and to her work in establishing a feminist-studies program. His recommendation was accepted by the Academic Council, responsible for making the key decisions in tenure cases.

Women's Studies: A Global Approach

Women in World Area Studies has developed curriculum materials on the study of the history of women in world cultures. The series of books and sound-filmstrips, designed to be integrated into existing world studies and global history courses at the secondary and community college levels, includes teachers' guides and covers women in Africa, Islamic Middle East, Israel, traditional and modern China, India, USSR, Ancient Greece and Rome, and Medieval and Renaissance Europe. Upcoming publications include Women in Latin America (Spring 1984) and Women in Japan (Winter 1985). For further information, write Women in World Area Studies, 6425 West 33 St., St. Louis Park, MN 55426.

Focus on Feminism in the Academy

The September/October 1983 issue of *Academe*, the Bulletin of the American Association of University Professors, is devoted to the impact of the new feminism in a sampling of academic disciplines. Included are essays in the fields of literature, science, economics, and history, as well as book reviews on women's

studies and academic women. Copies of the issue are available at $4 from *Academe*, Suite 500, One Dupont Circle, Washington, DC 20036.

Essays in Feminist Education

Learning Our Way: Essays in Feminist Education is an anthology which discusses the relationship of women's studies programs within institutions to the activist women's movement. Its essayists examine the problems involved in trying to shape women's education in academic environments that range from hostile to mildly benevolent, and offer useful suggestions to those involved in teaching. Several authors explore the question of whether feminist education is addressing the lives of women from different class and racial backgrounds. Copies of the 336-page book are available at $9.95 plus $1 postage and handling from The Crossing Press, Trumansburg, NY 14886.

RESOURCES

Women's Research and Policy Centers: Update

A Directory of Selected Women's Research and Policy Centers highlights the primary activities and areas of research of 28 women's centers, institutes and organizations. Included under each entry are address and telephone number, director and/or contact person(s), publications information, primary activities, and areas of expertise. Published in June 1983 by the Women's Research and Education Institute (WREI), the listing updates WREI's earlier directory published in 1981. Copies of the 24-page directory are available at $3 from WREI, Congressional Caucus for Women's Issues, 204 Fourth St., SE, Washington, DC 20003.

Women's Art Organizations and Directory

The *Guide to Women's Art Organizations and Directory for the Arts* lists multi-arts centers, organizations, galleries, groups, activities, networks, publications, archives, slide registries, emergency funds, grants and fellowships, health hazards, and resource and information agencies. The 174-page guide covers the plastic arts as well as dance, music, theatre, architecture, crafts, photography, film and electronic print media, and writing. Copies are available at $8.50 prepaid from Midmarch Associates, Box 3304, Grand Central Station, New York, NY 10163.

Report of APA's Committee on Women in Psychology

Women in the American Psychological Association, a report by the American Psychological Association's (APA) Committee on Women in Psychology, may serve as a model for other professional associations and women's committees. The 28-page report includes information such as activities of the committee, membership data, women on boards and committees, women nominated as Fellows, women as editors and reviewers, and women in the accreditation process. Requests for reprints of the report should be sent to the Women's Programs Office, APA, 1200 17th St., NW, Washington, DC 20036. Please include a self-addressed mailing label with your request.

Wellesley: Women Reviewing Books on Women

A new monthly publication, the *Women's Review of Books*, has just been inaugurated by WELLESLEY COLLEGE's Center for Research on Women (MA) to pay tribute to the abundance of new books by and about women. Reviews by Jessie Bernard, noted sociologist, as well as other women scholars, writers and artists, appear in the inaugural issue. Subscriptions to the *Review* are available at $12 (individual), $25 (institution); single copies are $1.50 each from the Wellesley College Center on Research for Women, Wellesley, MA 02181.

Women and the Law

Women and the Law Report is a new monthly legal reporting service which focuses on the broad range of developments affecting the legal status of women in America. Texts and analyses of key court cases, legislative developments and regulatory actions in the field, with updates in such areas as equality in pay, education and pensions, sexual harassment, and abortion are to be included. Subscriptions are available at $327 per year from Women and the Law Report, 1545 New York Ave., NE, Washington, DC 20002. Single copies of the cases, administrative regulations and legislation that appear in the *Report* are also available from the Women and the Law Report Document Service. Price lists are available from the address above.

Women and the Military

Minerva: Quarterly Report on Women and the Military provides information for individuals and organizations concerned with some aspect of women and the military. Subscriptions to the new publication are available at $30/year; single copies may be ordered at $7.50 from MINERVA, Linda Grant DePauw, Editor and Publisher, 1101 So. Arlington Ridge Rd., #210, Arlington, VA 22202.

Want to Learn More About Women on Campus?

The Project publishes numerous topical in-depth reports on many issues affecting women on campus. These publications can keep you informed on the latest trends and issues, and most importantly, they often provide workable, adaptable recommendations and solutions—ones that you may want to explore on your campus. The following are a few of our papers currently available:

- a comprehensive analysis of ways in which women students are often treated differently than men students in the classroom;
- a resource on how to cut the costs of a college education and where to obtain financial aid for women entering or re-entering college;
- several papers concerning the problems of rape and sexual harassment on campus and suggestions for dealing with them effectively;
- a 15-paper series to help institutions recruit and retain re-entry women students, focusing on issues such as child care, skills programs, part-time study, graduate school, counseling and support services, and financial aid; and
- a report on the benefits and potential disadvantages of academic mentoring for women students and faculty, includes recommendations and strategies for finding a mentor and being an effective mentor.

Other papers include a list of minority women's organizations, a guide for equitable prizes and awards programs, information on nontraditional careers for women and more. If you are interested in any of these papers or would like to know more about our publications, write to us at PSEW, 1818 R St., NW, Washington, DC 20009. We would be glad to send you a publications list and other information about our papers.

From Balloons to Biographies: NWHP Resource Catalog

The National Women's History Project, a project of the Women's Support Network, lists information on National Women's History Week together with materials available to help promote and celebrate the annual event in its 1983-84 *Resource Catalog*. Offerings include curriculum guides, books, posters, cassettes and records, as well as T-shirts, sweat shirts, totes, buttons, balloons and frisbees. Information on the establishment of the Women's History Network is also included. Copies of the catalog are available from National Women's History Project, PO Box 3716, Santa Rosa, CA 95402.

Radcliffe Offers Program Planning Guide

Connecting Women in the Community: A Handbook for Program Planning offers practical suggestions in the process of bringing a group together for a project involving women's themes. The book represents the culmination of a two-year project awarded to RADCLIFFE COLLEGE (MA) by the National Endowment for the Humanities in which ten community teams from across the nation planned and offered programs on women's studies themes to local audiences. Contents of the practical handbook include sections on exploring the possibilities for such programs, finding collaborators, seeking funding, choosing topics and formats, keeping the group together, handling logistics, and evaluating the results. The book should serve as a resource for scholars in women's studies and others preparing programs on women... Copies are available at $9.95 prepaid from Women in the Community Project, Schlesinger Library, 10 Garden St., Cambridge, MA 02138.

Catalog on Articles on Comparable Worth and Related Topics

The Comparable Worth Project, a nonprofit organization which supports and generates education, networking and workplace activities on the issue of pay equity for women's occupations, publishes a quarterly newsletter and also a clearinghouse catalog of articles and books concerning comparable worth and related topics. Subscriptions to the newsletter are available at $8 (regular), $16 (institutions) or $4 (low income) for one year. The 14-page *Clearinghouse Catalog*, which lists over 150 books, articles, and other resources, is available at $3 plus $1 postage and handling. Both may be ordered from the Comparable Worth Project, 488 41st St., #5, Oakland, CA 94609.

Concerning Disabled Women

Sex equitable education for disabled students is the focus of the June 1983 issue of *Concerns*, published by the Council of Chief State School Officers Resource Center on Sex Equity. Although aimed primarily at elementary and secondary schools, the issue will nevertheless be of use to those working with postsecondary students. Included in the issue is a list of references on sex bias and stereotyping in programs for disabled students. Single copies of the issue are available at no charge from *Concerns*, CCSSO Resource Center on Sex Equity, 400 No. Capitol St., NW, Suite 379, Washington, DC 20001.

How Newspapers Cover Women's Issues

"New Directions for News" is the report of a newspaper research project sponsored by the Women's Studies Program and Policy Center at THE GEORGE WASHINGTON UNIVERSITY (DC). The project analyzed coverage of six women's issues, including enforcement of Title IX, by ten major newspapers across the country. Single copies of the report are available at no charge from the American Society of Newspaper Editors Foundation, PO Box 17004, Washington, DC 20041.

Measuring Sexism in the Media

A Scale for Sexism is a brief monograph which discusses bias in advertisements in four magazines. The consciousness scale could be useful in evaluating campus newspapers and other publications, as well as campus radio and television programming. Written by Suzanne Pingree, Robert Parker Hawkins, Matilda Butler, and William Paisley, the eight-page article (Reprint Series, 3) is available at $2 from the Women's Studies Research Center, 209 N. Brooks St., University of Wisconsin-Madison, Madison, WI 53706.

Smith Offers Opportunities For Student Research on Women

"Research on Women's Experience," is a year-long course of study offered through SMITH COLLEGE's (MA) Visiting Students Program. The program provides undergraduates with the opportunity to work closely with advanced scholars, receive in-depth training in research methods and techniques, and to complete an independent research project on women's experience. Faculty from many disciplines in the social sciences and humanities, associated with the Smith Project on Women and Social Change, participate in the program. Students are assigned a faculty advisor from a field closely related to their interests in the disciplines of history, government, economics, Afro-American studies, English, French, Spanish, and Canadian literature, theatre, or sociology. In addition to their individual research projects and coursework, students will be able to participate in a faculty-student interdisciplinary seminar focused upon current research on gender. Recent student research has focused on such topics as the history of the women's party, women and protective legislation, and women's reform organizations. For further information and application material for the 1984-85 program, contact Susan C. Bourque, Project on Women and Social Change, Smith College, 138 Elm St., Northampton, MA 01063.

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RAPE AND SEXUAL HARASSMENT ON CAMPUS: INFORMATION AVAILABLE

- Professors have resigned, students have quit and institutions have been sued—all over a problem that has only recently been named—**sexual harassment.**
- Sexist remarks about a woman's clothing, body or sexual activities—**may be sexual harassment.**
- When the person doing the flirting is in a position of power, such as a professor, and a grade is involved—**it may be sexual harassment.**
- When fraternity brothers gang up on a woman at a party and force her to have sex with them—**it is rape.**
- Institutions that have inadequate security on campus where rape has occurred—**have been sued.**
- Institutions which have no explicit policy and hope the problem will just go away by itself—**have been sued over sexual harassment.**
- Annually, about 20% of all women students experience some form of sexual harassment which means that over a million women students per year are affected—**by sexual harassment.**

To find out more about what constitutes sexual harassment, the legal implications, what other campuses are doing about sexual harassment and rape, and how to deal effectively with these issues on your own campus, send for **THE RAPE AND SEXUAL HARASSMENT PACKET** developed by the Project on the Status and Education of Women of the Association of American Colleges. This packet contains the following articles:

- ***The Problem of Rape on Campus;***
- ***Sexual Harassment: A Hidden Issue;***
- ***Sexual Harassment Articles from ON CAMPUS WITH WOMEN;***
- ***Title VII Sexual Harassment Guidelines and Educational Employment;***
- ***What Can Students Do About Sex Discrimination?; and***
- ***Writing A Letter to the Sexual Harasser: Another Way of Dealing with the Problem.***

Fill out the attached order form and return it with your check or money order. A **Publications List** (which describes other Project publications and packets) will accompany your order.

I would like _____ copies of the **RAPE AND SEXUAL HARASSMENT PACKET**, at $3.00 per packet, prepaid. (Checks should be made payable to **AAC/PSEW.**)

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NOTE: Each of these publications was previously distributed with *On Campus With Women.*

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ON CAMPUS WITH WOMEN

Subscription Form

Yes! I want to receive *On Campus With Women* and occasional topical papers concerning women in academe. All subscriptions begin with the Summer issue and run through the Spring issue of each year. Back issues will be provided for those who subscribe in mid-year. (You can receive a free subscription by contributing to the Project. See **CONTRIBUTIONS TO THE PROJECT** below for more information.)

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Project on the Status and Education of WOMEN

ON CAMPUS WITH WOMEN

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FEDERAL UPDATE

Another Attack on Title IX?

In September 1983, the Department of Education informed an administrative law judge that the Office for Civil Rights (OCR) no longer wanted to investigate several complaints against two Illinois colleges because no federal money was involved, with the exception of a complaint against a program for disadvantaged students which received federal funds. The eight charges against CHICAGO STATE UNIVERSITY and GOVERNORS STATE UNIVERSITY involved race and sex bias.

It is not immediately clear whether the Office for Civil Rights has initiated a new policy which reinterprets Title IX (the law prohibiting sex discrimination) and other laws prohibiting sex discrimination on the basis of race, color, national origin and disability as no longer applying to the entire institutions when they receive federal funds.

Not pursuing complaints unless the specific program involved in the complaint receives federal aid is in line with the brief recently filed with the Supreme Court by the government in *Grove City College* v. *Bell*. The brief reversed over a decade of federal policy which has consistently interpreted Title IX to prohibit discrimination in the entire institution when the institution received any federal dollars. In contrast, the position taken in these two cases, as in the Grove City brief, would limit coverage only to those particular programs receiving federal aid.

This position contradicts the current regulations and was initiated without any formal change in the regulations covering the various forms of discrimination.

Harry Singleton, assistant secretary of education for civil rights, was quoted in the *Washington Post* [September 12, 1983] as saying that how OCR approached new complaints would depend upon where the complaint originated. Those that originate in the Third Circuit, where the federal courts upheld a broad application of Title IX, would apparently not be affected by the new policy. (The Third Circuit covers Delaware, New Jersey and Pennsylvania.) In areas where the courts have taken a narrow view of the scope of coverage, as in eastern Virginia, OCR would adopt a narrow view when it examined the complaint. However, it was not clear how extensively the new policy will be applied. Singleton later stated *[Equal Opportunity in Higher Education* (September 19, 1983)] that the regional attorneys who made the motion to withdraw the cases acted without his consent. At this writing, however, the Department of Education has not asked to reopen the cases.

Most of the federal dollars going to colleges and universities are in the form of research contracts, grants and student aid. Only about four percent of federal dollars is for specific programs such as vocational or cooperative education, or programs for disadvantaged students. If the policy is applied extensively, most students will not be protected by anti-bias laws for most of their college experience.

Mondale Voices Concern over Demise of WEEA

Walter F. Mondale, former Vice-President of the United States and Presidential hopeful in 1984, in a letter to President Reagan, has added his voice to the "millions of American women and men . . . expressing outrage and dismay at your assault on the principles of equity and opportunity that all Americans hold dear." Mondale criticized the administration's latest "assault" on the Women's Educational Equity Act (WEEA) program, which sponsors programs aimed at erasing discriminatory attitudes and practices against girls and women in education. The administration has twice tried to eliminate the funding for WEEA, and Mondale accused the administration of now dismantling the program by firing or reassigning all but one of its staff in September 1983. The director, Leslie Wolfe, was among those terminated. (She declined an offer to remain in government service as a GS-4 typist.) WEEA has focused on programs such as model projects for Title IX compliance, and projects on equity for racial and ethnic minority women and girls in order to eliminate persistent barriers to educational equity for women.

Mondale, as a U.S. Senator in 1974, wrote and co-sponsored WEEA in the Senate, as did former Congresswoman Patsy Mink (HI) in the House, and it was signed into law by President Nixon in 1974. In his recent letter, Mondale urges Reagan to "reevaluate your position on WEEA and to suspend your efforts to sabotage the Act and the needs and concerns of women." (See p. 11 for additional information on WEEA.)

Testimony on the Impact of the ERA on Education Available

Bernice Resnick Sandler, Director of AAC's Project on the Status and Education of Women (PSEW), recently testified on how the Equal Rights Amendment would affect higher education. The testimony describes the impact of ERA on private and single sex institutions, fraternities and sororities, athletics, bathrooms and dormitories. It also includes selected data about women in higher education and a reprint of Barbara Honegger's article, which appeared in the *Washington Post* concerning the Reagan administration's failure to change discriminatory laws and regulations. Copies of the testimony, given on September 14, 1983 before the House Subcommittee on Civil and Constitutional

Rights of the Judiciary Committee, is available for $2.00 from PSEW, 1818 R St., NW, Washington, DC 20009.

Proposed OFCCP Rules Blasted by Civil Rights Groups

The administration's proposed affirmative action rules have been blasted by organizations representing Hispanics, women and Blacks. The groups, testifying before a House panel last spring, charged that the Labor Department's attempt to modify affirmative action rules represents a move to dismantle current civil rights guarantees. Labor's Office of Federal Contract Compliance Programs (OFCCP) enforces Executive Order 11246, prohibiting federal contractors from discriminating. The current proposals would reduce the number of contractors required to prepare written affirmative action plans, increase limitations on OFCCP's power to obtain back pay awards, and soften standards for determining when an affirmative action program should be implemented. At this writing, the rules have not yet been formalized.

SEXUAL HARASSMENT

Harvard Bans Certain "Amorous Relationships" Between Students and Faculty

A letter distributed to faculty and students from the Dean of the Faculty of Arts and Sciences at HARVARD UNIVERSITY (MA) discusses the teaching environment at the school, relationships between individual faculty members and students, and sexual harassment. The letter observes that students continue to report behavior of the teaching staff that is discouraging or offensive to women. It also gives examples of teaching practices which are overtly hostile to women, such as showing "slides of nude women humorously or whimsically" during an otherwise serious lecture.

The letter further lists guidelines on the above areas, noting that:

> Amorous relationships that might be appropriate in other circumstances are always wrong when they occur between any teacher or officer of the University and any student for whom he or she has a professional responsibility. Further, such relationships may have the effect of undermining the atmosphere of trust on which the educational process depends . . . Officers and other members of the teaching staff should be aware that any romantic involvement with their students makes them liable for formal action against them if a complaint is initiated by a student. Even when both parties have consented to the development of such a relationship, it is the officer or instructor who, by virtue of his or her special responsibility, will be held accountable for unprofessional behavior. Because graduate teaching fellows, tutors, and undergraduate course assistants may be less accustomed than Faculty members to thinking of themselves as holding professional responsibilities, they would be wise to exercise special care in their relationships with students whom they instruct or evaluate.
>
> Other amorous relationships between members of the Faculty and students, occurring outside the instructional context, may also lead to difficulties. In a personal relationship between an officer and a student for whom the officer has no current professional responsibility, the officer should be sensitive to the constant possibility that he or she may unexpectedly be placed in a position of responsibility for the student's instruction or evaluation. Relationships between officers and students are always fundamentally asymmetric in nature.

The full text of the guidelines will be reprinted by PSEW for its Winter 1984 mailing.

Sexual Harassment and Professional Fitness

HAMPSHIRE COLLEGE (MA) policy states that a faculty member's contract of appointment may be terminated for reasons relating to that member's fitness in his or her professional capacity as a teacher or scholar. "One important aspect of this fitness," the policy elucidates, "is that personal relationships with students not impair the faculty member's ability to preserve judgement necessary to function as a teacher and evaluator. It must be recognized that this function necessarily embodies an unequal power relationship with students, and the faculty member must be careful to avoid any relationships, including those of a sexual nature, with a student or students, which abuse that power."

Sexual Harassment: Valid Reports

A study, designed to obtain more complete information on sexual harassment by including all seven types of sexual harassment identified by the Project on the Status and Education of Women (*Sexual Harassment: A Hidden Issue*, 1978), found that overall, nearly one in three female students reported being sexually harassed by one or more male teachers. **Overt** demands for sexual activity were reported by 2.2 percent of the study, which is consistent with estimates reported by other researchers. Eleven percent of the sample reported encountering one or more professors who had engaged in at least one of the four most serious types of sexual harassment (physical assault, overt demands, subtle pressures, or unwanted touching). The data overall, in this study as well as in others, suggest that those students who do report episodes of sexual harassment are responding to limited and specific interaction(s) with a particular faculty member. Most of the students encountering harassment reported only a single incident; two-thirds of the students surveyed reported no harassment.

Results of the study were reported in "Sexual Harassment in the University," by Kenneth R. Wilson and Linda A. Kraus, which appeared in the May 1983 issue of the *Journal of College Student Personnel*, Vol. 24, No. 3.

Recovering from Sexual Assault

Surviving Sexual Assault is a guide designed specifically to meet the needs of the sexual assault survivor and her/his family. Written by members of the Los Angeles Commission on Assaults Against Women, the guide has helped thousands of women recover from the trauma of assault. Copies of the 96-page guide, which has been adopted by hospitals, law enforcement agencies, mental health centers, victim assistance programs, and rape crisis centers, are available at $4.95 plus $1.00 shipping ($.35 for each additional copy) from Congdon & Weed, Inc., 298 Fifth Ave., New York, NY 10001.

ON THE CAMPUS

Men Coach Half of Women's Teams

Despite the increase in women's teams on campuses since the enactment of Title IX, the law prohibiting sex discrimination, the

proportion of teams being coached by women is on the decline, and now stands at only slightly over 50 percent, according to a nationwide study. Male administrators controlled over 80 percent of the women's athletic programs at the institutions surveyed in the study, and that percentage was rising.

While the number of institutionally sponsored women's teams increased from an average of 5.61 in 1977 to 6.59 in 1982 (a jump of over 17 percent), the proportion of women's teams coached by women decreased from 58.2 percent to 52.4 percent during the same time period. One of the most striking findings of the survey was the fact that no women at all were involved in the administration of over 30 percent of women's athletics programs, and that percentage was growing. The study was conducted by Linda Jean Carpenter and R. Vivian Acosta, both associate professors of physical education at CITY UNIVERSITY OF NEW YORK's Brooklyn College.

Ignore Women At Your Peril, Futurist Warns Colleges

"The word 'demographics' gives today's college educators a sinking stomach," reports Elizabeth Dodson Gray, an environmentalist and futurist at the Bolton Institute for a Sustainable Future, a "mom and pop" think tank in Wellesley, MA. Gray told a meeting of the Council of Independent Colleges (CIC) that women make up about 75 percent of continuing education students, noting that this is the only growing segment in higher education. If they were concerned about the declining market of college-age students, Gray counselled the group, colleges would not want to make women feel invisible in class and on campus. Gray also argued against the dearth of women faculty members, warning the CIC, "If you are wise, you will not greet these women with a mostly male faculty."

Progress Report on Women Presidents: Slowly Getting Better

The years 1975 to 1982 saw a rise in the number of women presidents of colleges and universities from 148, or five percent of the total in 1975, to 247 in 1982, representing nine percent of the total. Of these, two-thirds of the women presidents in 1975 were members of religious orders; in 1982, only one-third of the women were members of religious orders. The statistics reveal two sobering factors: how few minority women are included (only 20 out of 247 in 1982) and how long it will take to "catch up." The rate of increase in the number of women presidents has been slightly better than one per month since 1975. At that rate, by the year 2000, the ranks of women presidents will have swelled by an additional 216. If the same number of institutions (2800) remains constant, women will make up only 16 percent of the total.

From Single Sex to Coed: Title IX's Effect on Four Honor Societies

In a study on the effect of Title IX on formerly single sex honor societies, four groups were surveyed, two female (Alpha Lambda Delta, Mortar Board), and two male, (Phi Eta Sigma and Omicron Delta Kappa). The survey showed women students to be now holding 53.5 percent of the membership in what were formerly all-male honor societies, while male students hold only 35.2 percent of the membership in formerly all-female honor societies. Thus women students have gained membership in historically male organizations to a greater extent than male students have sought membership in historically female organizations. There were no statistically significant differences in the proportion of male and female officers in three of the societies. The exception was Omicron Delta Kappa, in which the office of president remained male dominated.

Guide for Women at Radcliffe and Harvard

The Radcliffe Guide—"a collection of interesting and useful information about Radcliffe College and Harvard University for women who study and work at Radcliffe and Harvard"—includes data on women faculty and students. Other topics include continuing education, services and programs, publications, student-organized activities, faculty women and their concerns, counseling, advising, and other resources. Revised annually, the 80-page booklet, which includes photographs, may serve as a model for other schools. Copies of the 1983-84 guide are available at no charge from Radcliffe College, Ten Garden St., Cambridge, MA 02138, Attn: Publications Office.

Career and Family Issues Addressed on Campus

Catalyst on Campus, an undergraduate program on career and family issues, is designed to help colleges and universities across the country to develop and enhance both male and female students' awareness in three areas: career choices and the implications for family life, child care alternatives, and the balance necessary to realize both career and family goals.

The program began in January 1982 with an undergraduate course at ST. THOMAS COLLEGE (MN) which aimed to inform students about their career and family options and to help them plan for their futures. For further information, write to Susan Lund, Director, Career and Family Center, 14 East 60th St., New York, NY 10022.

ET: More Than an Extra-terrestrial

Although "ET's Message to Women: Break Out of the Mold!" may sound like an intergalactic news headline, it is instead the title of an article which describes a variety of activities undertaken at NASHVILLE STATE TECHNICAL INSTITUTE (TN) to recruit women into engineering technology and to eliminate both real and perceived barriers toward retaining women in the program.

One of the major barriers perceived by women students at the school is the failure of faculty members to be sufficiently encouraging and to recognize the influence, both positive and negative, that they exert. Specifically, students urged that faculty monitor lab sessions closely so that men were not permitted to dominate, and also wished them to encourage women to take a more active role in the experiments. Students felt that faculty members should not offer nor allow other students to make such comments as "You might break a fingernail," "You're supposed to take notes," and the like. Both women students and graduates did not consider themselves to have equal opportunities at difficult jobs, but felt that faculty monitoring of lab experiments and lab partnerships would help to insure equal opportunities.

The article, by Anne McNutt, appeared on pages 805-807 of the May 1983 issue of *Engineering Education*. Reprints of the article are available at $1.25 from the American Society for Engineering Education, Publications Dept., 11 Dupont Circle, Suite 200, Washington, DC 20036.

A New Sort of Internship

A volunteer internship program for professionally trained spouses of foreign students has been developed by the Office for Foreign Students and Faculty at the UNIVERSITY OF WISCONSIN at MADISON. Designed for spouses who are not themselves students, but who have at least a bachelor's degree and fluency in English, the program helps the interns to further their career goals and keep up with their professions by working with one of a number of Madison businesses or government agencies.

Although immigration regulations prohibit monetary compensation for the intern's time, intern's receive invaluable job experience and a letter from their supervisor which may be a useful addition to their resume. For further information on the Wiscon-

sin program, in which most of the spouses are women, write to Meg Skinner, coordinator of the International Spouse Volunteer Internship Program at the Office for Foreign Students and Faculty, 115 Science Hall, The University of Wisconsin/Madison, Madison, WI 53715.

Women's Week at Bloomfield College

"Woman and Her Infinite Variety," was the theme of Women's Week, coordinated by students, staff and faculty at BLOOMFIELD COLLEGE (NJ) in March 1983. Launched with an invitational gala champagne reception for the opening of a women's art exhibit, the week included eleven lectures and panel discussions, covering topics such as health and diet, parenting, how females are socialized, women from different cultures, and battered women. An entire day was devoted to the subject of careers. Four women attorneys provided free legal consultations on the campus during one day of the week-long event, which was open to area residents as well as to those on campus. A lively discussion of the question, "What is a liberated woman?" by a panel of students, faculty and staff, followed by a women's poetry workshop, concluded the week.

Coed in Connecticut: Trinity College Ruling on New Student Organizations

All new student organizations must be coeducational unless an exception has been made by the college president, ruled TRINITY COLLEGE's (CT) Board of Trustees. However, the board's decision not to bar existing, single-sex fraternities and sororities from the campus elicited a statement from faculty opponents of the organizations to the effect that "the faculty of Trinity College deplores the trustee's willingness to condone the continuation of discriminatory organizations at the college."

OLDER WOMEN

Michigan: Thirty Scholars Honored by Center for Continuing Education of Women

Thirty women students pursuing undergraduate or graduate degrees at the UNIVERSITY OF MICHIGAN have been given awards of $500 to $2,000 under the Continuing Education of Women scholarship program. The program, begun in 1970, is supported through individual and corporate contributions to the Center. Each of the 30 women awarded scholarships has interrupted her education for at least two consecutive years; one of the women resumed her educational career after 29 years. Recipients also include several foreign women. For further information on the program, write to the Center for Continuing Education of Women, 350 S. Thayer St., Ann Arbor, MI 48109.

Scholarships for Older Students, Both Men and Women

Continuing Education for Women, under the Division of Continuing Education at INDIANA UNIVERSITY, is offering scholarships for the 1983-84 academic year. The scholarships are designed for individuals (both women and men) who are 25 years of age and older whose education has been disrupted for at least 24 consecutive months. The scholarships, which may serve as an example of aid for older students, originated through a grant from the Alpha Epsilon Phi Foundation. For further information, write to Continuing Education for Women, Owen Hall, 201, Indiana Univ., Bloomington, IN 47405.

Dollars for Returning Women

Better Late Than Never: Financial Aid for Older Women Seeking Education and Training is a comprehensive, 59-page resource for counselors, educators, re-entry women, women updating their credentials, and career changers. Published by the Women's Equity Action League (WEAL), the publication is available for $3. Orders should be sent to *Better Late Than Never*, WEAL, 805 15th St., NW, Suite 822, Washington, DC 20005.

EMPLOYMENT

AAUP Reports Women Still Behind, Despite Rise in Faculty Salaries

A 6.4 percent increase in faculty salaries across the nation during academic 1982-83 still meant lower earnings for women than for men, according to a report of the American Association of University Professors (AAUP). Even in the top faculty ranks, women received as little as 85 percent of men's salaries in private institutions, 94 percent of their earnings in public institutions.

Copies of the survey, *The Annual Report on the Economic Status of the Profession*, 1982-83, are available at $25 each, prepaid, from AAUP, Suite 500, One Dupont Circle NW, Washington, DC 20036.

However, the National Science Foundation reports that the gap between men and women's salaries in the sciences may be shrinking, especially among recent graduates. Salaries of women scientists and engineers with doctorates average about 76 percent of their male colleagues. For those who received their doctorates in 1979 and 1980, the gap is 88 percent. The data appeared in the January/February 1983 issue of *Manpower Comments*.

Women in Academe: History Repeats Itself

While an increasing proportion of women are earning doctorates in history (28.1 percent in 1981), women are still found to be concentrated in lower faculty ranks. Despite the fact that they held 13 percent of all doctorates granted in the field between 1930-1973, women comprised only seven percent of full professors, 13 percent of associate professors, and 24 percent of tenure track positions in 1981. The latter percentage is closely related to women's share of doctorates (26 percent) earned in the years 1974-80. At entry levels, near equity seems to have been achieved.

However, the 1980-81 survey by the Committee on Women Historians of the American Historical Association found women holding only ten percent of all tenured posts and only six percent of the highest salaried positions. Women also made up 38 percent of those in nontenured positions whose contracts were not renewed.

While women historians may be entering academe in greater numbers, it appears to be mainly by the revolving door.

Men's Task Force Established by ACPA

The Executive Council of the American College Personnel Association advanced its Men's Caucus to the status of a Task Force, thus giving it more access to the Council itself. The Men's Caucus has sponsored six programs (several in co-sponsorship with the Standing Committee for Women) at each of the Association's last two conventions; publishes a semi-annual newsletter; and provides an opportunity for men to work on the goal of "fully human development for men." For further information, write to Murray Scher, 206 N. Cherokee St., Jonesboro, TN 37659.

Science/Engineering: Despite Increase in Doctorates, Women Still Lag Behind in Academic Job Market

A recent report from the National Research Council maintains that despite recent gains, women scientists are still underrepresented in industry and on campus, and tend to earn less than their male counterparts.

The report, *Climbing the Ladder II: An Update on the Status of Doctoral Women Scientists and Engineers*, surveyed women earning doctoral degrees in science in 1977 and 1981, and was prepared by the Council's Committee on the Education and Employment of Women in Science and Engineering.

Highlights:

- The number of women doctorates in the sciences and engineering grew from 18 percent in 1977 to 23 percent in 1981.
- On campus, the number of women appointed to assistant professorships slightly exceeded their proportions among recent doctoral recipients.
- However, women were also more likely to wait longer for promotion than their male colleagues and to earn less at the higher ranks, particularly in the medical sciences, chemistry and economics.
- Women also continued to hold a disporportionate number of "off-ladder" positions—e.g., as instructors or lecturers—which do not lead to tenure.

Copies of this report are available at $8.95 prepaid from the National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418.

The Effect of Equal Employment Opportunity on Higher Ed

Equal Opportunity: Its Impact on the Academy reviews nondiscrimination legislation as well as how collective bargaining legislation has been used as nondiscrimination legislation. The monograph also highlights areas of concern for higher education, and discusses the possible effects the issues of collective bargaining and equal employment practices have on each other and on employment relations in general.

Copies of the 27-page monograph, by Billie Willits Kramer, are available for $5.00 plus $1.50 postage and handling from Academic Collective Bargaining Information Service, Labor Studies Center, Univ. of the District of Columbia, 724 Ninth St., NW, Suite 210, Washington, DC 20001, Attn: J. David Cunningham.

List of Professional Women's Groups Available

The American Association of University Women (AAUW) has updated its list on "Professional Women's Groups Providing Employment Assistance to Women." The 15-page list gives names, addresses, telephone numbers and contact persons for 127 organizations. Many of the groups listed provide other services as well. Copies of the list are available at $2 prepaid, plus $1 for postage on the first one or two lists ordered. Larger orders will require additional postage. Send check or money order to the AAUW Sales Office, 2401 Virginia Ave., NW, Washington, DC 20037.

Women and Minorities: Catching Up But Still Behind

Despite the fact that women and minorities have made strides in the marketplace since 1970, both groups continue to lag considerably behind white males in every measure of rewarding work. So suggests a report by the U.S. Commission on Civil Rights titled *Unemployment and Under-employment Among Blacks, Hispanics and Women.* (See Minority Women Column, p. 7)

Comparing notes: among college graduates, the unemployment rate for majority males is 1.6 percent, while for Black males, it is 5.5 percent, and for Hispanic males, 3.8 percent. For majority females, the rate is 2.4 percent, for Black females, 3.1 percent, and for Hispanic females, 2.8 percent. Salary differential between women and men continue to exceed those between majority and minority men or women.

Job Market for College Women in '80's: The Word is "Bleak"

A survey of the past and future job market for college graduates reports that:

> By 1980, a greater proportion of young female college graduates were working in clerical jobs than 20 years earlier. While the 1960's had improved opportunities for women, declining opportunities in the 1970's all but eliminated those gains. Over all, female college graduates in 1980 were worse off than graduates in 1960.

Teaching jobs, while increasing in number by 50 percent during the 60's, saw very little increase during the 70's. Only 28 percent of new jobs in the 1980's will be in professional and managerial occupations, compared with 45 percent in the 1970's.

The data are reported in *The Job Market for College Graduates, 1960-1990*, by Russell W. Rumberger. Copies are available at $2 prepaid from the Institute for Research on Educational Finance and Governance, CERAS Bldg. 402, Stanford Univ., Stanford, CA 94305.

Male Bastion of Dentistry Yielding to Women

In 1960, only two percent of dental school graduates were women. Back in 1968, less than one percent of the applicants were female. In 1980, about 20 percent of the applicants and graduates were females. However, on an international scale, the American dental profession may seem to be lagging in its proportion of women. In many other countries, such as Poland, Denmark, Finland and the U.S.S.R., dentistry is predominantly a female occupation; in other countries, such as Israel, Sweden and France, women practice dentistry in large numbers.

Men and Women in the Marketplace: Improving Work Relationships

Twelve problem areas between men and women in the workplace are outlined in *The Sexes at Work: Improving Work Relationships Between Men and Women.* Concrete solutions are offered for eliminating or coping with problems such as unwarranted sexual remarks, separation of work and personal responsibilities, and gaining equitable opportunities and benefits. The book, written by Lois B. Hart and J. David Dalke, is directed toward men and women in all positions—superiors, subordinates, or peers. The 180-page paperback, which includes an index and appendices, may be ordered at $5.95 prepaid ($12.95 clothbound) from Prentice-Hall, Inc., Englewood Cliffs, NJ 07632. Sales tax for your state should be added.

"Laws of Navigation" in the Working World

Part-Time for a Life-Time: The Limits Facing Most Working Women discusses the economic realities of life for the working woman. For example:

- Thirty-seven percent of all women over 16 in this country must work to support themselves and their families.
- There are 31.3 million women in this situation—or 73 percent of all working women.
- One in every five mothers in the labor force is maintaining her own family.
- Thirty-eight percent of all women over 40 currently have no husbands, and most of them are therefore supporting themselves.

- The fastest-growing poverty group in the country today consists of single women over 50. (Single does not mean spinster—it means women who currently have no husbands.)

The need for women to prepare to meet these realities—psychologically, academically, and technically—is an urgent one, notes author Margaret E. Mahoney, president of the Commonwealth Fund. The monograph is a reprint of her speech given at WELLESLEY COLLEGE (MA) in 1981. Copies are available at $3 from Women and Foundations/Corporate Philanthropy, 70 W. 40th St., New York, NY 10018.

Shorter Hours, Fuller Lives?

Part-time Work: A Bibliography is intended as a tool for employers, researchers, government officials, and part-time employees needing information about the part-time labor force and the experiences and needs of part-time workers. The list reflects the growing number of reports and studies of the part-time work force which now numbers 17 million Americans.

Most references in the bibliography are from 1975 through October 1981. Citations on job-sharing (one form of part-time work) are included only when found in the part-time literature. Compiled by Amy Evans Levin, the 12-page bibliography is available at $4.95 (postage included) from the Association of Part-time Professionals, P.O. Box 3419, Alexandria, VA 22302. (See also, *On Campus With Women*, Winter 1982, p. 10.)

Pioneering Work on American Women Scientists

Women Scientists in America: Struggles and Strategies to 1940 by Margaret W. Rossiter has been hailed as "pioneering" in both subject and methodology. The book asks such questions as "How do women work in science? What are the professionalizing processes for them?", and explores the patterns that both help and hinder women scientists.

Rossiter documents ways in which the growing "professionalization" of science worked against women, especially by invoking higher standards to exclude them. Published by Johns Hopkins University Press, the 439-page book costs $27.50.

"Unisex" Pension Plan in Montana

Montana's new "unisex" law will prohibit insurance companies and pension-plan operators from calculating premiums and benefits on the basis of sex or marital status. The law, scheduled to take effect in 1985, applies to automobile, life, disability, medical and old-age insurance. Similar laws have been proposed this year in at least 15 other states, including California, Maryland, Massachusetts, Michigan, and Texas. The law preceded the Supreme Court's decision invalidating employers providing unequal pensions for men and women (see *On Campus With Women*, Summer 1983, p. 3).

Women and the Forestry Field

Women in Forestry, a quarterly journal, provides information and ideas for, from, and about women on topics related to the forestry profession and associated social science fields. To submit material or to order, write to Women in Forestry, Dixie L. Ehrenreich, Laboratory of Anthropology, Univ. of Idaho, Moscow, ID 83843.

IN THE COURTS

Women Faculty Again Charge University of Minnesota with Discrimination

Over 70 petitions filed in federal court by fifteen faculty women at the UNIVERSITY OF MINNESOTA allege sex bias in a wide variety of employment practices. The petitions were filed in June 1983 "to force the university to face the root causes of sex discrimination, rather than litigating each case individually." Although bound by a consent decree (in *Rajender v. University of Minnesota*) which covers race and sex discrimination against current faculty and applicants, the recent petitions are the first to be brought seeking relief for all women on campus.

College Ordered to Pay Ten Years Back Wages in Sex Bias Case

FRAMINGHAM STATE COLLEGE (MA) found guilty of sex discrimination by a federal judge, has been ordered to pay its women faculty ten years of back wages. Costs for the school could escalate to $500,000 for the 50 to 60 women covered by the lawsuit.

(Continued on page 9)

PROJECT RECEIVES WEEA GRANT, SEEKS INFO ON CLIMATE FOR WOMEN OUTSIDE THE CLASSROOM

As a follow-up to its recent study, "The Classroom Climate: A Chilly One for Women?," the Project on the Status and Education of Women is developing a report on the climate for women undergraduates and graduate students **outside the classroom.** The report, which is funded by a grant from the Women's Educational Equity Act Program, will look at ways in which women may be treated differently from men in areas such as:

- academic advising and counseling
- student employment programs
- research and teaching assistantships
- labs and field trips
- professional meetings and conferences
- informal and formal gatherings of faculty and students, such as "rap sessions" and department colloquia
- opportunities for collaborative research and publishing

While its primary focus will be on how faculty relate to women students, the report will also examine how behaviors of male students may make the campus setting inhospitable for women. The final paper will include specific recommendations for change aimed at faculty, administrators and students; an institutional self-evaluation checklist; and a list of resource materials and organizations.

The Project is seeking information, as well as examples of verbal and nonverbal behaviors that may undermine women's confidence, limit their academic and career ambitions or deny them opportunities for learning. We are also seeking information about particular problems faced by minority women, older women, disabled women and women in nontraditional fields.

The Project is also interested in materials which suggest ways to increase faculty and student awareness about these issues, as well as model programs, policies and practices designed to promote change.

Please send copies of studies, reports, policies, brochures, anecdotes and any other information to Roberta M. Hall, Associate Director for Programs, Project on the Status and Education of Women, Association of American Colleges, 1818 R St. NW, Washington, DC 20009.

MINORITY WOMEN

The project gratefully acknowledges the support of TRW for making this section on minority women possible.

Stats on Minority Women

Asian, Hispanic, Black and Native American women held roughly one percent of doctorates in science and engineering in the U.S. in 1979. That same year, Anglo males in the country held 77 percent of the Ph.D.'s in the science and engineering fields. Of the women doctorates in those fields, Asian women represented 64 percent of the total group. Altogether, women make up only twelve percent of the minority Ph.D.'s employed as scientists in the labor force.

In the previous year, of the total undergraduate enrollment in U.S. colleges and universities, minority women made up only 9.6 percent. Those majoring in the biological sciences formed a dismal 8.7 percent, in the physical sciences, only 3.5 percent. Percentages shrink still further at the graduate level, with minority women forming only 4.5 percent of total enrollment. Among these, only 3.5 percent were pursuing degrees in the biological sciences, only 1.5 percent in the physical sciences.

The above statistics appeared in the Winter 1983 issue of *Intercambios Femeniles*. The issue contains other related articles on women, as well as a list of resources focusing on minority women in science. (See next article.) Single copies of the issue are available at no charge from Intercambios Femeniles, D.O.S.A., Old Union 323, Stanford, CA 94305.

Resources on Minority Women in Science and Engineering

A list of 14 resources focusing chiefly on minority women in science and engineering appeared in the Winter 1983 issue of *Intercambios Femeniles*. The list gives brief descriptions of publications as well as projects across the country, together with address and name of contact person. For a free copy of the issue, write to Intercambios Femeniles, D.O.S.A., Old Union 323, Stanford, CA 94305.

Research on Minority Women

The Spring 1983 issue of *Research Report*, published by the WELLESLEY COLLEGE Center for Research on Women (MA) details five projects in the college's Minority Women's Research Program. The report describes the Black Women's Educational Policy and Research Network and Black women's studies, and also lists related bibliographies to be published on Black women. The *Research Report*, which is an occasional publication of the Wellesley College Center is available free of charge from the Publication Department, Center for Research on Women, Wellesley College, Wellesley, MA 02181.

A two-year project, Black Women's Studies: Faculty and Curriculum Development, is developing a core faculty group in predominantly Black and two-year colleges with teaching expertise in Black women's studies. For further information, write to Margo E. Bradford, Project Coordinator, at the above address.

How to Integrate the History of African Americans and Women into the Curriculum

The Total Approach: Integrating the History of African Americans and Women into the Curriculum is designed primarily for elementary and secondary schools, but may be useful for colleges as well. The approach emphasizes the exploration of concepts, and outlines cognitive and affective objectives as well as skills of critical thinking and work-study skills to be gained. Materials in the booklet were developed by Beryle Banfield. Copies are available at $2.25 from the Race Desegregation Assistance Center, Metropolitan Center for Educational Research and Development, New York University, New York, NY 10003.

Changing the Curriculum to Include Minority Women

In order to incorporate the history, literature and scholarship of Black and Third World women into the university curriculum, a new committee has been formed at the UNIVERSITY OF WISCONSIN at MADISON. In keeping with this objective, a series of lectures, workshops and panels on Black women's studies was sponsored by the UW/Madison Women's Studies Program and Research Center and the Afro-American Studies Department.

Conferences . . .

On Black Women's History

Myths and misconceptions about Black women were explored at a Black Women's History Conference held in April 1983 at ESSEX COUNTY COLLEGE (NJ), sponsored by Rutgers University Consortium for Educational Equity and the Office of Equal Educational Opportunity of the New Jersey Department of Education. Topics included work, legal rights and political action, health care, the role of Black women in the family and in the church, the international Black woman, the problems of single mothers and older Black women, and relationships between Black men and Black women. For further information on the conference, call Shirley B. Cathie, Rutgers University Consortium for Educational Equity, Kilmer Campus, New Brunswick, NJ 08903.

On Black Studies/Women's Studies

A conference held in April 1983 addressed the theme "Black Studies/Women's Studies: An Overdue Partnership." Presentations at the conference, which was held at the UNIVERSITY OF MASSACHUSETTS at AMHERST, covered research and methodology, and issues including anger and authority in the Black studies/women's studies classroom. For further information on the conference, write The Black Studies/Women's Studies Faculty Development Project, Bartlett Hall 208, University of Massachusetts, Amherst, MA 01003.

Research on American Indian Women's Issues

A list of 14 women scholars and one lone male who are doing research on American Indians—many of them with special focus on women's issues—appeared in the May 1983 newsletter of the Southwestern Institute of Research on Women (SIROW). Copies of the newsletter are available at no charge from SIROW, Women's Studies, The University of Arizona, Tucson, AZ 85721.

Denver: Hispanic Displaced Homemaker Training Program

A manual describing a model program to prepare Hispanic women for initial entry or re-entry into training for employment, education, or placement in the labor force has been developed by the Hispanic Access to Services (HAS) Project at the COMMUNITY COLLEGE OF DENVER (Auraria Campus). Copies of the 139-page manual, which may be helpful to those wishing to implement such a project in their own institution, are available free (with a $2 charge for postage and handling) while supplies last. The manual *(Hispanic Displaced Homemaker Training Program: Adelante, Mujer Hispana)* may be reproduced without permission as long as source credit is given for any copyrighted material. Orders should be sent to HAS, Community College of Denver, Auraria Campus, 1111 W. Colfax Ave., Denver, CO 80204.

Celebrating Black Women's Achievements: Three Year Calendar

Black Women: Achievements Against the Odds is a 6" x 9" desk calendar for the years 1984, 1985 and 1986. Researched by the Smithsonian Institution Traveling Exhibition Service, the calendar features portraits and biographies of more than 100 black women in education, civil rights, religion, sports, labor, journalism, dance, theater, arts, government, the military, law, music, literature, medicine and business. Copies are available for $7.95 plus $1.25 shipping and handling from GMG Publishing, 25 W. 43rd St., New York, NY 10036. Bulk rates available.

Bibliography on Third World Women Writers

Twentieth Century Third World Women Writers, Black American and African: A Selected Bibliography has been printed by the UNIVERSITY OF WISCONSIN SYSTEM Office of the Women's Studies Librarian-at-Large. The listing includes books written by contemporary Black American women and by African women writers in Ghana, Kenya, Mozambique, Nigeria, Sierra Leone, Uganda and Zambia. Single copies of the six-page bibliography, compiled by Nellie McKay, are available at no charge from the Office of the Women's Studies Librarian-at-Large, The University of Wisconsin System, 112A Memorial Library, 728 State St., Madison, WI 53706.

Advanced Computer Training for Women and Minorities

A new program at the UNIVERSITY OF CALIFORNIA at BERKELEY's College of Engineering is designed to prepare high potential women and under-represented minority students for graduate study in computer science. The program offers talented post-baccalaureate women and minorities who did not major in computer science as undergraduates, a year and a summer of concentrated coursework in computer science. Ongoing academic advising from faculty and peers as well as assistance in finding financial aid, housing, and medical services is available for students to aid them in the completion of the curriculum.

Potential participants must hold a baccalaureate degree, preferably in math, physics or another science field, and have studied mathematics through calculus. Applications for admission in the fall semester 1984 are due by April 1, 1984. Forms and further information about the Reentry Program in Computer Science are available from the program Coordinator, Sheila Humphreys, Reentry Program Office, Computer Science Division, 555 Evans Hall, University of California, Berkeley, CA 94720.

Networking Luncheon for Minority Women

In an effort to increase the awareness of the wealth of talented minority women on the campus of MICHIGAN STATE UNIVERSITY, the Department of Human Relations/Division of Women's Programs sponsors the Minority Women's Lunch Forum. The purpose of the group is to encourage minority women to meet once a month for lunch and to share concerns, needs and resources with other similar women on campus. In addition to serving as an informal network, the luncheon meeting sometimes includes a guest speaker of interest to the women who attend. For more information on the lunch forum, contact the Division of Women's Programs, Dept. of Human Relations, 368 Administration Bldg., Michigan State Univ., East Lansing, MI 48824.

Directory on Hispanic Women in Psychology

Hispanic Women in Psychology: A Resource Directory has recently been published by the Task Force on Concerns of Hispanic Women of the Division of the Psychology of Women (Division 35) and the Committee on Women in Psychology of the American Psychological Association (APA). The *Directory* identifies over 170 Hispanic women in the U.S. and Puerto Rico who work in psychology and can be used as a resource to foster communication and collaboration among Hispanic women in the field. In addition, the *Directory* also serves as a resource for professional organizations, academic institutions, community and government agencies and private industry who seek the psychological expertise of Hispanic women.

The entries are alphabetical and identify each woman's highest degree earned, institution where the degree was earned, areas of specialization, areas of current interest and expertise, current work activities, work affiliations, home address, phone number and professional affiliations. Also included is a geographical index which identifies the listings by state.

Single copies of the *Directory* can be obtained free by sending a self-addressed mailing label to the Women's Programs Office, APA, 1200 17th St., NW, Washington, DC 20036. For a listing of minority psychologists who are members of the APA, contact the Ethnic Minority Affairs Office at the address above.

Teaching and Learning About Other Cultures

Crossing Cultures II Third World Women.. is a book of ideas, materials and activities focusing on Asian, Asian-American, Black, Hispanic and Native American women and is geared for elementary and secondary school students. The booklet contains information frequently not available in school libraries or supplementary materials. All recommended readings and activities are annotated and include a broad suggested grade level.

Crossing Cultures II includes materials on the daily living and basic economics of various societies; the outstanding contributions of women; the effects of abrupt cultural change on societies; and the movement of people from one culture to another. Another section introduces students to little known heroic female characters from legends and folktales. The 36-page booklet, which can be used as a resource in teacher training programs, is available for $4.00 from the Consortium for Educational Equity, Rutgers University, Kilmer Campus 4090, New Brunswick, NJ 08903.

Bibliography on Minority Women and Employment Available

The Ontario Ministry of Labour (Canada) has recently published a bibliography on minority women and employment. *Visible Minority Women and Employment: A Selected Bibliography* is a 4-page listing of journal articles and books from the US and Canada dealing with unemployment among minorities, immigrant women, racial and sexual discrimination and training opportunities. The listing is available free of charge from the Ontario Ministry of Labour Library, 400 University Ave., 10th floor, Toronto, Ontario, Canada M7A 1T7.

Asian Women's Organization Seeks Contacts in the U.S.

The Philippine Women's University in Manila has established the Development Institute for Women in Asia (DIWA) to "increase women's opportunities, productivity and leadership contributions to modernization and stability." Through these activities, the institute seeks to increase women's access to educational and employment opportunities in line with national development. The DIWA seeks affiliation with women's centers abroad that are interested in research on women's participation in national development and in development of women's programs, both academic and applied, in Asian nations. The DIWA hopes to establish permanent dialogue and exchange with American women's centers. For further information, write The Director, DIWA, Office of University Programs and Development, Philippine Women's University, Manila, Philippines.

(Continued from page 6)

Equal Benefits Ordered by Supreme Court for Pregnancy Costs

Employee health plans which cover medical expenses of employees' spouses, but limit benefits for pregnancy related expenses of male employees' spouses, discriminate against male employees in violation of Title VII of the 1964 Civil Rights Act, the Supreme Court has decided. The Court has ruled that employers must cover the pregnancy costs of employees' wives as comprehensively as they cover medical expenses of other dependents. In its 7 to 2 decision, the Court declared employers whose benefits package for dependents specifically limits pregnancy coverage for spouses to be in violation of the 1978 Pregnancy Discrimination Act. Most, but not all, colleges and universities already cover pregnancy related expenses of employees' spouses, report academic personnel specialists. The case is *Newport News Shipbuilding & Dry Dock Co.* v. *Equal Employment Opportunity Commission*, 6/20/83.

Buffalo: Justice Initiates First Pregnancy Lawsuit

In its first lawsuit alleging unfair treatment of pregnant employees, the Justice Department charged the Buffalo, NY Board of Education, together with several labor unions, with violation of the 1978 Pregnancy Discrimination Act, which applies to all employers, including colleges and schools. Buffalo's school board policies deny pregnant women the same benefits that are guaranteed to employees with other disabilities, Justice claimed. Many of the policies are incorporated into a labor contract with the local teachers' union. In the Buffalo school district, pregnancy related illnesses are excluded from disability insurance coverage and women unable to work because of pregnancy or childbirth are denied additional sick-leave benefits which are granted to those with other disabilities. The Department also charged the district with refusing to grant child care leave to men on the same basis that it grants leave to women. In addition, Justice claimed, while employees with other disabilities do not have to provide such notices, pregnant women are required to provide a doctor's statement indicating their ability to work.

LEARNING ABOUT WOMEN

Nationwide Network Promotes Research on Women

Over 2,000 scholars and practitioners represented by 39 organizations focusing on women's studies now form part of a national network designed to promote and coordinate research on women. The National Council for Research on Women includes university-affiliated research centers as well as other research centers and public policy and action programs. Among them are The Business and Professional Women's Foundation, the Project on the Status and Education of Women, the Center for Women's Policy Studies, the Feminist Press, the Center for American Women and Politics, and the Women's Research and Education Institute of the Congressional Caucus for Women's Issues. For further information on the Council and its programs, write The National Council for Research on Women, Sara Delano Roosevelt Memorial House, 47-49 E. 65th St., New York, NY 10021.

Hartford: Women's Research Institute Established

HARTFORD COLLEGE FOR WOMEN has announced the establishment of The Women's Research Institute, one of only 28 such projects nationally and the only one in Connecticut. The Institute, developed to promote new research on women, will be administered through the school's Counseling Center, and will offer an institutional affiliation for a specific period of time to scholars who need it for funding and who seek an encouraging atmosphere. It will also serve as a central clearinghouse for information on workshops, lectures, and seminars of scholarly interest to women. For further information, contact Sharon Toffey Shepela, The Counseling Center, Hartford College for Women, 50 Elizabeth St., Hartford, CT 06105.

International Conference on Empowering Women

The theme of the Second International Interdisciplinary Congress on Women, which will be held in Groningen, The Netherlands, is "Women's Worlds: Strategies for Empowerment." The dates for the Congress are April 17 through April 21, 1984. Bernice Sandler, Director of the Project on the Status and Education of Women, serves on the Congress' International Advisory Board. The coordinator in the U.S. is Nancy F. Russo, American Psychological Assn., 1200 17th St., NW, Washington, DC 20036.

Women's Studies at Wisconsin

Begun in 1978, the Women's Studies Union List, a service of the UNIVERSITY OF WISCONSIN Office of the Women's Studies Librarian-at-Large, now fills 59 file drawers. The catalogue contains an estimated 58,000 entries on holdings related to women in the libraries of the 13 four-year campuses of the University of Wisconsin System. (The union list is in two parts, main entry and subject.) Through inter-library loan, students and faculty on any of the campuses can use the system-wide resource.

The University System's *Women's Studies Directory* may serve as a model for other systems or as a regional guide. The Winter 1982-83 Directory lists program administrators and contact persons at each system institution, describes the women's studies program at each institution (major, minor, certificate), and lists the women's studies courses to be offered, by institution and department, at each institution in 1982-83. Copies of the directory are available at no charge from Karen Merritt, Office of Academic Affairs, 1654 Van Hise Hall, 1220 Linden Dr., Madison, WI 53706.

RESOURCES

Bibliography on Women and Employment in Relation to Education

Women, Education and Employment is an extensive bibliography of periodicals, pamphlets, newspapers, and government documents spanning the decade from 1970 to 1980. The bibliography, listing over 2,000 citations from English language publications, covers a wide range of issues such as the educational status of women, sex-role stereotyping, vocational and career training, legal aspects, child care, workplace conditions, as well as articles related to 15 occupations. The 274-page bibliography, compiled by Renee Feinberg, is available at $25 prepaid plus shipping and handling charges of $1.50 for the first copy ordered, $.35 for each additional copy. Orders should be sent to The Shoe String Press, Inc., 995 Sherman Ave., Hamden, CT 06514.

Directory Lists Affirmative Action Resources

Resources for Affirmative Action: An Annotated Directory of Books, Periodicals, Films, Training Aids, and Consultants on

Equal Opportunity reviews books, articles, audiovisual materials, and other items dealing with affirmative action and equal opportunity. The 190-page reference directory, compiled by Joan Bartczak Cannon and Ed Smith, is available at $10.95 prepaid from Garrett Park Press, Garrett Park, MD 20896.

Who to Call on Issues Relating to Women and Work

Slogging through the government bureaucracy to find information can be discouraging. Sometimes federal agencies can be of help if you can get to the right person. The Business and Professional Women's Foundation has prepared a four-page list of people to contact in the federal government on issues relating to women and work. The publication, *Who To Call in the Federal Maze: Government Specialists on Women's Employment* is up-to-date as of January 1983 and will be useful to students, researchers, policymakers, and anybody interested in women's employment issues. It is available free by sending a self-addressed, business-sized envelope with 20 cents postage to the Business and Professional Women's Foundation, 2012 Massachusetts Ave., NW, Washington, DC 20036.

Job Rights Guide for Women

A Working Woman's Guide to her Job Rights discusses job rights issues associated with getting a job, the working years, and retirement. (Although federal protections for jobseekers are described, Title IX coverage of employment is omitted.) Issues discussed include training programs, equal pay, garnishment, child care tax credits, employee access to personnel files, and social security benefits. Appendices list federal, regional and state offices. Copies of the 54-page booklet are available at no charge from the Women's Bureau, Department of Labor, 200 Constitution Ave., NW, Washington, DC 20210.

Women's Periodicals Listed

The Annotated Guide to Women's Periodicals in the U.S. and Canada lists publications in 29 categories, including education, environment, health, legislative reform, parenting, reproductive rights, sports, and Third World women. Ordering information and brief annotations accompany each entry in the guide, which is indexed alphabetically and by state and province. The 42-page listing is published twice yearly, in April and October. Copies are available at $6.50 (single copy), subscriptions at $12/year, with 20 percent discount on orders of five or more, from Terry Mehlman, 5173 Turner Rd., Richmond, IN 47374.

Input for Two-Paycheck Marriages: A Bibliography

Dual-Career Couple Relationships: An Annotated Bibliography covers a wide range of issues from child-rearing in dual career families to collaboration strategies for coping. It lists resources on the definition, trends and history of dual career couples; guiding philosophies/ingredients of a successful dual-career marriage; job-seeking experiences of dual-career couples; money management; the relationship of employment to marital happiness; role strain/conflict; sexuality and fears of outside sexual involvement; and time management. The nineteen-page bibliography also contains an author-title list and is available at 50 cents from Humanities/Social Sciences Dept., Shields Library, Univ. of California, Davis, CA 95616. Ask for UDC-WRRC Women's Studies Working Paper Series No. 20.

Report on Un- and Underemployment among Women and Minorities

Unemployment and Underemployment Among Blacks, Hispanics, and Women discusses disparities in unemployment and underemployment and gives data by race and sex (e.g., Black females). The 98-page volume, published by the U.S. Commission on Civil Rights, includes numerous tables on race, sex and ethnic group. Copies are available at no charge from the U.S. Commission on Civil Rights, Publications Warehouse, 621 N. Payne St., Alexandria, VA 22314.

Comparable Worth: Points of View

Presented in mock panel form, with a moderator, advocate, and critic, *A Dialogue on Comparable Worth* discusses the issue of comparable worth in relation to the law, job evaluation, and collective bargaining. The 120-page book, by Michael Evan Gold, is available for $7.50 (paperbound) or $14 (clothbound) from ILR Press, New York State School of Industrial and Labor Relations, Cornell University, Box 1000, Ithaca, NY 14853.

Career Development Issues: Model Study

A recent study about the library profession may serve as a model for other professions and women's groups wishing to study women's career development issues. The report on the study, *Career Profiles and Sex Discrimination in the Library Profession*, is designed to provide data for evaluating the status of women in librarianship, and relates the sex of individuals to their status, salary, and numerous personal, demographic, and career patterns. The study found evidence that salary discrimination for women exists even when personal, career, and professional variations contributing to salary differences are taken into account.

The report also includes the study questionnaire, a literature review, a bibliography, and suggestions for further research. Copies of the 82-page research document, prepared by Kathleen M. Heim and Leigh S. Estabrook for the Committee on the Status of Women in Librarianship of the American Library Association, are available at $15 from the Order Dept., American Library Association, 50 E. Huron St., Chicago, IL 60611.

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Editorial

TWO-FACED

By Judy Mann

While President Reagan is preoccupied with international crises, his New Right appointees in the Department of Education are quietly getting away with mischief that will give the Democrats wonderful ammunition to fire into the gender gap.

In the weeks immediately preceding the Korean airline crash, the president toured the country citing his administration's accomplishments on behalf of women. At the American Bar Association meeting in Atlanta, for example, he pledged to "assure that every woman has an equal opportunity to achieve the American dream."

The connection between education and achieving the American dream is well-established. But while President Reagan was saying one thing, his appointees were doing the exact opposite. They were busily carrying out a right-wing vendetta against the only federal program that helps schools and universities give girls and women the same opportunities in education that boys and men have.

Under the guise of a reorganization, Reagan appointees have downgraded the Women's Educational Equity Act program from its place near the top of the Education Department bureaucracy to one near the bottom of it. Five of the seven staff members who worked in the $5.5 million-a-year program have been RIFfed, including Dr. Leslie Wolfe, the program director who was the target of a particularly virulent attack in the Conservative Digest. All five were women. The two people who were not RIFfed are men. They, it is worth noting, were protected by veterans preference.

"WEEA is one of the most cost-effective programs in government," says Dr. Bernice Sandler, head of the Project on the Status and Education of Women of the Association of American Colleges. "All of the programs must be replicable. These programs don't push anybody. They encourage the schools to be fair and to give maximum opportunities for all of their students."

The Project on the Status and Education of Women, for example, received a WEEA grant to study the awarding of campus prizes—which are important in getting jobs and into graduate school—and it developed suggestions about how institutions and foundations can make sure that both men and women students get equal consideration. "We were able to point out things that poeple were inadvertently doing," Sandler says. "A lot of discrimination is not ...ert."

WEEA has also given grants to develop manuals for training rural women, for career planning for minority women, for guiding women reentering the job market, and to help women in vocational education programs, in gifted and talented programs and in bilingual educational programs.

WEEA was targeted in the Heritage Foundation's "Mandate for Leadership," which labeled it a haven "for extreme feminist ideology." The editor of the Heritage Report, Charles Heatherly, subsequently became deputy undersecretary for management of the Department of Education, and he has engineered the reorganization.

In April of 1982, the Conservative Digest printed an anonymous article, purportedly written by a "concerned employee in the Education Department," that accused the program of funding "hard-left women's groups" and attacked Wolfe, labeling her a "radical feminist." Within two weeks Wolfe was transferred out of her job and an important part of the grant selection process for 1982 was taken over by a Reagan administration appointee. This produced an outcry among women's groups and in Congress and Wolfe was later reinstated.

Congress has also repeatedly rescued WEEA from administration efforts to kill it by taking away its funding. But this time the program's staunch supporters on the Hill have been unable to block the reorganization that takes it staff and expertise away.

On Aug. 16, RIF notices were sent out affecting WEEA and four other programs, abolishing more than 100 positions, including that of WEEA director. Wolfe, a GS 15, who has been in the civil service 10 years, will be out of a job on Friday.

At the same time, the president was trying to mend fences with female voters, his administration abandoned broad enforcement of Title IX, the only law that protects women from discrimination in education, and his appointees gutted the only federal program that promotes equity in education. There is a lesson in this for voters who care about the commitment President Reagan and his aides have toward women.

Watch what they do, not what they say.

(This article is reprinted with the permission of The Washington Post, where it appeared on September 14, 1983.)

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